**GREENMEAD SCHOOL**

**HEADTEACHER**

**JOB DESCRIPTION**

**NUMBER ON ROLL:** 61

**PAY RANGE:** Individual School Range L22-L28

**RESPONSIBLE TO:** The Governors of the school and Wandsworth Local Authority

The Governors are seeking to appoint an inspirational, dedicated, and exceptional leader with proven senior leadership experience to further the vision for our Outstanding school. The successful candidate will have a proven track record of delivering excellent achievement, managing change and developing provision. The candidate will work closely with staff, parents, Governors and the Local Authority to lead self-evaluation and sustain the school’s strategic direction.

**MAIN PURPOSE OF JOB:**

* To provide inspirational leadership, organisational management, and set the strategic direction of the school in partnership with those responsible for governance.
* To promote and safeguard the complex medical and welfare needs of the children s/he is responsible for.
* To sustain high quality, expert teaching across the school where each child can work toward achieving his/her potential.
* To carry out the duties set out in the School Teachers’ Pay and Conditions Document.

**SCOPE OF ROLE:**

**Shaping the Future**

* Formulate, in conjunction with governors, staff, pupils, parents, carers and other stakeholders, the overall vision, values and aims of the school.
* Ensure the vision for the school is clearly articulated, shared, understood, demonstrated and acted upon effectively by all.
* Motivate and support others to create a positive shared culture and environment.
* Ensure creativity, innovation, and the use of appropriate new technologies to achieve excellence.
* Ensure that strategic planning takes account of the diversity, values and experience of the school and community at large.

**Leading Learning & Teaching**

* Ensure that excellent teaching is at the centre of strategic planning and resource management.
* Establish creative, responsive, and effective approaches to teaching and learning where the whole school community is supported and challenged, and its achievements are recognised.
* Determine, organise, and implement a diverse, flexible, and structured curriculum and implement an effective assessment framework ensuring that valid, reliable, and proportionate approaches are used when assessing pupils’ knowledge and understanding of the curriculum.
* Implement strategies which secure high standards of medical and pastoral care, and of behaviour and attendance.

**Developing Self and Working with Others**

* Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
* Develop and maintain effective strategies and procedures for staff induction, professional development and performance management ensuring an appropriate work/life balance.
* Develop and maintain a culture of high expectations for the whole school community.
* Lead by example, drawing on their own expertise and skills, and that of those around them.
* Regularly review own practice, set personal targets, and take responsibility for own personal development.
* Promote a culture of challenge, support, and continuous improvement.
* Hold all staff to account for their professional conduct and practice.

**Managing the Organisation**

* Create an organisational structure which reflects the school’s values, and enables the management systems, structures, and processes to work effectively in line with legal requirements.
* Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities, taking account of national and local policies and initiatives.
* Manage the school’s financial and human resources and assets effectively to achieve the school’s vision, educational goals and priorities, including the appropriate recruitment, retention and deployment of staff.

**Securing Accountability**

* Develop a school ethos that enables everyone to work collaboratively both within the school and with external partnerships, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
* Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.

**Strengthening Community**

* Create and promote positive strategies for challenging prejudice (particularly with reference to disability), building a school culture and curriculum which takes account of the richness and diversity of the school’s communities.
* Ensure learning experiences for pupils are linked into and integrated with the wider community.
* Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional, and cultural well-being of pupils and their families.
* Create and maintain effective partnerships with parents, carers, governors, and the wider community to enhance and improve pupil’s experiences, achievements, and personal development, enriching the school’s value.
* Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other mainstream and special schools and promoting innovative initiatives.

**Safeguarding Children: Safer Recruitment and Selection**

* Ensure the protection and safety of pupils and staff through effective approaches to safeguarding and health and safety.
* Be fully aware of, and understand the duties and responsibilities arising from the Children’s Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker’s role within the organisation.
* Ensure that a worker’s line manager is made aware and kept fully informed of any concerns, which a worker may have in relation to safeguarding and/or child protection.
* Co-operate and work with relevant agencies to protect children.

**GREENMEAD SCHOOL – PERSON SPECIFICATION**

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| ATTAINMENTS AND EXPERIENCE | |
| Criteria: | **Required/Desirable** |
| * Qualified Teacher Status | R |
| * Good Honours Degree and NPQH Qualification underway or achieved | R |
| * Leadership experience in a Special School, ideally with children who have Physical Difficulties and/or Profound and Multiple Learning Difficulties, and/or Severe Learning Difficulties | R |

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| SHAPING THE FUTURE | |
| Knowledge of: | **Required/Desirable** |
| * Local, national, and global trends in education | R |
| * Strategically building, communicating, and implementing a shared vision for a special school | R |
| * New technologies and approaches to improve the quality and effectiveness of special education | R |

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| LEADING LEARNING AND TEACHING | |
| Knowledge of: | **Required/Desirable** |
| * Strategies for raising achievement and achieving excellence in the special school context | R |
| * Strategies to ensure inclusion, diversity, and access across the school | R |
| * How to strategically lead curriculum design, delivery, and development | R |
| * Principles of effective teaching and assessment for learning using appropriate and proportional data collection and analysis tools | R |
| * Using principles of Conductive Education to inform teaching and learning | D |

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| DEVELOPING SELF AND WORKING WITH OTHERS | |
| Commitment and ability to: | **Required/Desirable** |
| * Promote individual and team development and motivation to sustain a learning community that impacts on school improvement and achieving the school’s vision | R |
| * Manage the process of change and conflict, empowering both teams and individuals | R |
| * Give and receive effective feedback and act to improve personal performance, managing the school’s performance management framework | R |
| * Demonstrate drive, resilience, and determination | R |
| * Communicate in an excellent fashion | R |
| * Be empathetic in interacting with all members of the school community | R |

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| MANAGING THE ORGANISATION | |
| Commitment and ability to: | **Required/Desirable** |
| * Establish policies through informed decision making, consultation and review that enable the school to operate effectively and efficiently | R |
| * Carry out strategic financial planning and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds | R |
| * Understand and act within the statutory frameworks which set out professional duties and responsibilities | R |
| * Develop and sustain a safe, secure, and healthy school environment by understanding personnel, governance, security, and access issues | R |
| * Delegate management tasks and monitor their implementation | R |

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| SECURING ACCOUNTABILITY | |
| Commitment and ability to: | **Required/Desirable** |
| * Use a range of evidence, including performance data and external evaluations to identify priority areas for improvement | R |
| * Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time | R |
| * Ensure that staff know and understand their professional responsibilities and are held to account | R |
| * Establish and sustain professional working relationship with those responsible for governance | R |