

JOB DESCRIPTION

Job Title: Headteacher
Grade: LG 20-24
Contract Time: Full Time/Permanent
Directorate: Children's Services
Division / Section: The Helix Education Centre
Reports to: Management Committee
Date: March 2026

MAIN DUTIES AND RESPONSIBILITIES

1. Strategic Leadership

- The Headteacher will be responsible for the leadership, internal organisation, management and control of the PRU.
- To provide an outstanding role model for all colleagues and to make a leading contribution to the maintenance of high standards in all areas of school management and organisation.
- To liaise with Harrow Council Inclusion Panel and Primary Heads to shape the area's inclusion strategy.
- To work with the Management Committee, to develop a strategic view for the school in its community and analyse and plan for the future needs and further development of the school within the local and national context.
- To formulate overall aims and objectives for the school and policies for their implementation.
- To create an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by pupils, and sustained improvement in their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of adult life.
- To support the planned re-integration of pupils to mainstream schools.
- Lead the education at the hospital school
- Lead and oversee home tuition as a short term service

2. Efficient and effective deployment of staff and resources

- To deploy and manage all teaching and support staff of the school and allocate particular duties to them (including such duties of the Headteacher as may properly be delegated to other members of the staff) in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities, and maintaining a reasonable balance for each teacher between work carried out in school and work carried out elsewhere.
- Implement the appraisal of staff, consistent with statutory regulations, that promotes good pupil progress and continuous professional development of staff.
- To consider, in particular, in relation to such allocation of duties how far the duties of the Headteacher may be delegated to any other senior leader.

- To ensure that colleagues are effectively and equitably deployed in response to need.
- To continue to explore the capability of the PRU to sustain outreach support in the community including during student's re-integration.
- To ensure that teachers and other staff at the PRU receive information they need in order to carry out their professional duties effectively.
- To play a leading role in assessing professional development needs, and planning appropriately to address those needs (including essential training) through leading on Continuous Professional Development.
- To lead partnership working with local schools and other users of the service.
- To support colleagues in the wider aspects of their role.
- To monitor, evaluate and respond to staff welfare in line with the positive attendance policy.
- To maintain high standards of parent liaison and multi-agency working e.g., Educational Psychology Service, Child & Adolescent Mental Health Services, Youth Support Services, Social Care and Health.
- To provide a strategic direction and development of the school in response to the needs of the local authority and local schools using the PRU.
- To promote good relationships in the wider community by means of effective communication.
- To ensure the efficient and effective deployment of staff and resources.
- To work with the management committee and senior colleagues to recruit staff of the highest quality available.
- To work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided.
- To advise the management committee and implement decisions in relation to staffing.
- To advise the management committee on the adoption of effective procedures to deal with the competence and capacity of staff.
- To advise the management committee on appropriate priorities for expenditure, allocate funds and to ensure effective administration and control.
- To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations.
- To make arrangements for the security and effective supervision of the school buildings, contents and grounds, ensuring that any lack of maintenance is reported to the LA.
- To ensure day-to-day management of the sites used by the PRU.
- To undertake responsibilities as defined in the Health & Safety Policy.
- To ensure that appropriate risk assessments are undertaken before sanctioning the participation in any potentially hazardous activity.
- To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.
- To ensure that colleagues are encouraged to attend INSET which increases their knowledge and awareness of the pupils needs and to promote an understanding of cultural diversity and racism.
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3. Leading and Managing

- To lead, motivate, support, challenge and develop staff to secure improvement.
- To promote and develop the aims of the school.
- To provide a lead to the staff in the management of change.
- To maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils.

- To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teacher and other members of staff, in work carried out in school and work carried out elsewhere.
- To implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement.
- To participate in arrangements for Headteacher performance management.
- To ensure that new employees, trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status, the Career Entry Profile and standards for induction.
- To support the professional development of colleagues in line with the needs of the school, also to give due consideration and support to those, for whom it is appropriate apply for threshold status.
- Completing returns and writing reports as and when requested for a range of purposes, in particular the SEF and a termly report of institutional development and progress to the management committee.
- To ensure that confidence in the PRU and a positive public image are sustained and developed.

4. Leading and teaching (including Curriculum)

- To help plan, develop and implement the curriculum on a whole school basis, including the role of other alternative providers where the PRU is unable to deliver elements of a broad and balanced curriculum.
- To monitor Schemes of Work, lesson plans, timetables.
- To monitor progress of pupils academically, socially and emotionally.
- To lead the development, implementation of national frameworks for accrediting pupil performance.
- To ensure that all pupils receive a good quality education and intervention through a programme designed to promote a stimulating style of learning in a safe & healthy school environment or at off-site provision.
- To continue to develop an effective system of record keeping and communication with schools, parents / carers and pupils.
- To ensure a consistent and continuous school-wide focus on pupils' achievement, using data and develop the use of benchmarks to monitor progress in every child's learning.
- To ensure that learning is at the centre of strategic planning and resource management.
- To establish creative, responsive and effective approaches to learning and teaching.
- To ensure a culture and ethos of challenge and support where all pupils can achieve success and engagement appropriate to their ability and needs.
- To demonstrate and articulate high expectations and set stretching targets for the whole learning community.
- To implement strategies which secure high standards of behaviour and attendance.
- To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
- To take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of pupils.
- To monitor evaluate and review classroom practice and promote improvement strategies to ensure that success is celebrated and that underperformance is challenged at all levels.

5. Welfare of Pupils and Staff

- To have due regard for the well-being of pupils including notifying the Lancashire Safeguarding Team as appropriate.
- To be conversant with school's and LA's procedures on Health and Safety and to notify any Health and Safety issues to the Management Committee / LA as appropriate.

- To ensure that all areas of the curriculum, including outdoor learning experiences, are safe and well planned.
- To promote good standards of pupil behaviour and attendance.
- To ensure that pupils are supervised, as necessary, during breaks, lunch periods and immediately before/after school.
- To ensure that all pupils are treated with proper respect and dignity irrespective of gender, sex, race, ethnicity.
- To maintain effective links with parents, school staff and other stakeholders from the local community to help secure good standards of holistic provision.
- To ensure the achievements of all pupils are properly recognised and applauded and that pupil performance is driven by meaningful, but challenging setting of individual/whole school targets.
- To empower the self-determination of pupils and, where necessary, ensure that their needs and views are advocated to others.
- Create a safe environment for staff and provide training and support
- Embed a culture of safety for pupils and staff including use of restorative practice

5. To act as Designated Safeguarding Lead

- To lead in facilitation of the development of safeguarding and child protection policies, training and procedures and guidance ensuring regular review.
- To undertake Level 3 safeguarding training and ensure that training is provided to all staff.
- To cascade information, policy and guidance to staff accordingly.
- To ensure that safeguarding issues are dealt with sensitively and actions assigned are successfully carried out and monitored.
- To ensure accurate and confidential records are maintained.

6. Meetings

- To attend and contribute to pupil focused meetings as necessary.
- To lead on Professional Development and Performance Management meetings as required.
- To attend and contribute to the school's programme of staff meetings and curriculum workshops as necessary.
- To provide or arrange training opportunities for other establishments.
- To attend, as appropriate, meetings of Primary and Secondary Headteachers who are users of the PRU.

7. Legislation

- To maintain a good understanding of relevant, current legislation governing the education, and care of children & young people in alternative provision and/or with special education needs.
- To maintain a good understanding of regulations governing the performance of pupils with special educational needs and ensure that pupil performance at the school is managed in accordance with national/local regulations.

8. Other

- Other reasonable duties as allocated at the discretion of the Management Committee

PERSON SPECIFICATION

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Qualifications

	Qualification requirements	Essential/ Desirable
	Qualified teacher status	E
	Degree	E
	NPQH	D

[B] Professional Development

		Essential/ Desirable
	Evidence of recent and appropriate professional development for the role of Headteacher (for a first-time head) Or Evidence of ongoing leadership and management professional development (if a serving head)	E
	Up to date safeguarding training and knowledge of legislation for the protection of young people.	E

[C] School leadership and management knowledge and experience

		Essential/ Desirable
	Successful leadership as a Headteacher in mainstream secondary or in a PRU, special or alternative provision setting	D
	Successful leadership as a Deputy Headteacher in mainstream secondary or in a PRU, special or alternative provision setting OR Successful leadership Assistant Headteacher in mainstream secondary or in a PRU, special or alternative provision setting	E
	Evidence of successfully leading school improvement	E
	Evidence of the application of strategies to review, evaluate and improve teaching and learning.	E
	Experience of leading curriculum development	E
	Experience of monitoring staff performance	E
	Experience of effective budget management and financial analysis	D
	An understanding of strategic financial planning in relation to its contribution to school improvement and pupil achievement.	D
	The ability to provide support and advice to the Management Committee to enable it to meet its responsibilities.	E
	To have had experience of guiding, mentoring or training individuals or teams.	E
	Maintains good awareness of current national education policy and strategy, in particular alternative provision and SEND.	E

[D] Experience and knowledge of teaching

	Essential/ Desirable
Proven excellence in teaching pupils in the secondary phase OR To have taught successfully in a mainstream secondary, PRU or alternative provision setting	E
To have a working and current knowledge and understanding of both Key Stages in the secondary phase	E
Can effectively analyse school data and identify appropriate actions which then form part of the school improvement plan.	E
Commitment to ensuring inclusion and addressing diversity positively.	E
A sound understanding of how children learn, how teachers can best teach and how to raise achievement for all pupils.	E

[E] Professional Attributes

	Essential/ Desirable
Strong behaviour management skills	E
An ability to communicate effectively, both orally and in writing, with a range of audiences	E
To be a leader of learning; demonstrating, promoting and encouraging excellent classroom practice.	E
A commitment to the professional development for all staff, and self.	E
Have a good commitment to sustaining regular attendance at work	E
To be able to assess and balance risks and opportunities	E
An ability to engage and work collaboratively with parents, carers, the school community and wider partners.	E
The ability to plan, prioritise and organise self and others	E

[F] Personal Qualities

	Essential/ Desirable
A passion for achieving the very best outcomes for all children	E
A clear vision for an innovative, progressive and forward-thinking school.	E
The ability to communicate the clear vision for the school to all people	E
The capacity to provide inspirational, enthusiastic and innovative educational leadership	E
A caring and considerate attitude towards children, which values each child's potential and recognises each child as an individual.	E
Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging and demanding job	E
An ability to establish effective working relationships with a wide and diverse range of people including pupils, parents, management committee members, colleagues, other professionals and wider community	E
The ability to inspire confidence	E
Excellent interpersonal skills.	E
The ability to perform effectively under pressure	E
The ability to build, create and then communicate a clear vision for the school	E
Think analytically and creatively and demonstrate initiative in solving problems	E
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	E

[G] Safeguarding

		Essential/ Desirable
	Displays commitment to the protection and safeguarding of children and young people	E
	The ability to form and maintain appropriate relationships and personal boundaries with young people.	E
	Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	E
	Will co-operate and work with relevant agencies to protect young people	E

[H] Professional Skills

Each candidate will be expected to demonstrate knowledge and understanding of the Headteachers' Standards 2020 which also form the basis of the Job Description. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied at the Helix Education Centre.

[I] Confidential References and Reports

Positive recommendation from all referees, including current employer	E
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[J] Application Form and Supporting Statement

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post.