



Job Description – Head of School

The head of school will provide strategic and operational educational leadership and ensure that the school delivers high quality education for all its pupils.

Accountable to the headteacher, the head of school will ensure that the education offer is organised and managed effectively including excellent teaching, learning, safety and care for the pupils and staff.

The head of school will ensure that the school complies with Part 1 and Part 2 of ‘the schedule to the education (independent school standards) regulations 2014’.

In the absence of the Designated Safeguarding Lead (DSL) and other senior Deputy Designated Safeguarding Leads (DDSLs), the head of school will act as a DDSL.

Roles and responsibilities

Shaping the future - strategic direction

- Provide leadership, with the headteacher, of the school and support the strategic direction, vision, values and priorities of the school.
- Taking into account the ethos and educational vision and direction of the school promote effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, emotional and physical development, preparing them for the opportunities, responsibilities and experiences of adult life.
- Promote an ambitious vision and ethos for the future of the school; inspire, challenge, motivate and empower others to carry the vision forward and model the values, vision and ethos of the school.
- Through attendance of meeting of the local advisory board work with the proprietor/headteacher and governors to lead the school and monitor standards and development.
- Working with colleagues, to ensure effective, proper, and efficient use of resources.
- Ensure that policies, practices and procedures take account of national, local and school data, inspection and research findings.
- Monitor, evaluate and review the effects of policies, priorities and targets of the school in practice and act if necessary.
- Support the headteacher in school self-evaluation, school improvement and strategic planning; ensuring that learning is at the centre.
- Help the proprietor/headteacher prepare the school for external inspections and local authority scrutiny and audits.
- Demonstrate positive personal behaviour, professional relationships and attitudes towards pupil, the workforce, parents, governors, agencies and the local community.
- Lead by example and with integrity, creativity, resilience, and clarity, drawing on your own expertise, experience and skills and that of those around you.

- Sustain wide, current knowledge and understanding of special education and education policy locally and nationally.

Teaching and learning

- Lead and manage teaching and learning throughout the school.
- Ensure that the curriculum does not become narrowed and complies with the requirements of the independent school standards.
- Work with the headteacher to develop further the high quality of learning and teaching already achieved across the school.
- Lead in the implementation of the curriculum and programme of activities that is appropriate in its contents and meets the special educational needs of the pupils in a relevant and meaningful way and has a clear focus on independence and preparation for adult life.
- Promote the participation of staff in relevant continuing professional development.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities which engages pupils and provides an exciting, challenging, relevant and enriching experience.
- Ensure pupils enjoy learning in a safe and healthy environment.
- Implement and review strategies, routines and policies to secure high standards for the whole school, including behaviour and attendance.
- Promote an educational culture of openness as a basis for sharing best practice within and between staff, drawing on and conducting relevant research and robust data analysis.
- Use data to monitor progress in every pupil's learning and ensure a culture and ethos of challenge and support where all pupils learn well and can achieve success and become engaged in their own learning.
- Implement strategies, routines and procedures to secure high standards of behaviour and attendance.
- The head of school may be required to teach classes as part of their duties.

Working with others

- Manage staff with a proper regard for their wellbeing and legitimate expectations, including those of a healthy balance between work and other commitments.
- Maintain and develop harmonious and effective working relationships and teamwork within the school.
- With the headteacher manage and review staff performance and take action when it is appropriate.
- Give and receive effective feedback and act to improve personal performance.
- Continuously demonstrate a clear understanding of the wide-ranging needs of the pupils.
- With the headteacher ensure that new staff are recruited and deployed appropriately, inducted effectively and that all staff are supported to grow and develop their careers within the school.
- Ensure effective planning, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.

- Work with the Local Authority and other agencies in line with statutory multi-agency safeguarding guidance '*Working together to safeguard children*'.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies, local businesses etc.
- Seek opportunities to invite individuals and organisations into the school to enhance and enrich the school and its value to the wider community.
- Build and maintain excellent relationships with parents to the benefit of pupils, parents and the school; provide parents with regular information about the school curriculum, the progress their child makes and other matters affecting the school

Developing self

- Be self-motivated and well organised with the ability to manage time well whilst being ambitious for staff and others.
- Ensure own practice models consistency, efficiency and excellence and instil those features in others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Actively engage in appraisal and embrace the opportunities for their own continued professional development.

Leading and managing the organisation

- Effectively manage the school on a day-to-day basis.
- Ensure staff are deployed effectively to deliver the school timetable of activities including the CPD schedule and the teaching timetables.
- Uphold the principles of transparency, integrity and probity.
- Ensure leaders of aspects of the school's work understand their roles and responsibilities and are held to account.
- Lead, manage and sustain effective systems for the management of staff performance.
- Play a significant role to promote and ensure that all of the curriculum safeguarding requirements are in place and delivered effectively.
- Ensure all pupils are supported by skilled and well-trained staff.
- Ensure that effective arrangements are in place for pupil testing, progress and external examinations.

Accountability

- Know all of the school's policies and procedures.
- Annually review and recommend to the headteacher any change to the school's education policies and procedures.
- Ensure that the school has an effective curriculum and can demonstrate it meets the educational outcomes for pupils as cited in the independent school standards Part 1 and Part 2.
- Oversee the production of the school monitoring schedule, the CPD calendar and the creation of pupil timetables.

- Secure effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money.
- Ensure that the school has a robust assessment system and reporting systems in place for parents.
- Develop, share and oversee the annual CPD and education monitoring calendars.
- Undertake regular scrutiny of the educational performance of the school through, for example, book scrutiny, lesson observations, conversations with pupils and staff etc.
- Present a coherent and accurate account of the school's education performance in a form appropriate to a range of audiences, including parents, governors, the Local Authority, the local community, inspectorates and others.
- Ensure that parents and pupils are well-informed about the curriculum, attainment, progress and wellbeing and about the contribution that they can make to achieve the school's targets for improvement.
- Ensure the environment supports learning effectively.
- Ensure each young person's personal development programme achieves the desired academic and non-academic outcomes, maximises pupil independence and ensures that pupils receive the best support for transition into school and out to their next stage of employment, education and/or training.
- Report to the governors annually on the educational performance of the school and the performance management of Teachers and Support Staff at the school.

Safeguarding

- Maintain a deep understanding of the safeguarding arrangements and systems in school and act as a DDSL in the absence of the headteacher or other senior DDSLs.
- Ensure that all of the curriculum safeguarding requirements are in place and delivered effectively.
- Co-operate and work with relevant agencies to protect children.
- Ensure the regular scheduling of safeguarding training across the workforce.

Health and safety

- Follow the school's health and safety policy and escalate concerns as appropriate.

General information

- This job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.
- All work performed/duties undertaken must be carried out in accordance with relevant statutory and school policies and procedures.
- Post holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by the headteacher.

Person specification

Criteria	Essential	Desirable	Stage identified
A. Qualifications and career development	• DfE recognised qualified teacher status (QTS) • Honours Degree or equivalent	• Other professional qualifications in Special Education • Relevant education management or leadership qualification e.g. NPQSL, NPQH	Application References
B. Experience	• Relevant experience of leadership and management • Recent relevant teaching experience • Experience of leading a whole school initiative • Experience of leading a major curriculum area • Experience of developing curriculum continuity and progression between key stages • Experience of working with pupils who have Autism and those who have speech, language and communication needs • Experience of monitoring, evaluating and improving the quality of teaching and learning • Experience of successful delivery against agreed strategic plans; • Evidence of successful experience in whole school self-evaluation; • Experience of successfully planning and leading school	• Experience in an independent school setting • Experience of successfully leading and managing safeguarding at DSL or Deputy DSL	Application References Interview

Criteria	Essential	Desirable	Stage identified
	improvements and managing people through periods of change • Experience of creating and maintaining effective partnerships; with parents, carers and the wider community to enhance pupils' learning • Experience of promoting the personal, social, moral, cultural and spiritual development of pupils; • Experience of contributing to an OFSTED inspection; • Experience of providing effective staff development.		
C. Professional knowledge and skills	• A good understanding of features of high-quality pedagogy and practice for children and young people • Knowledge of successful strategies for improving the quality of provision and pupils' learning and progress; • An understanding of current research and best practice within special education; • Knowledge and skills of how to monitor pupil progress and drive school improvement; • Experience of using assessment data to inform strategic decision making.		Application References Interview
D. Knowledge and skills for leadership	• Proven leadership and management skills; • Ability to demonstrate an excellent understanding of the OFSTED Framework and the current education landscape;	• Ability to demonstrate an excellent understanding of the independent school standards (2014)	Application References Interview

Criteria	Essential	Desirable	Stage identified
	• Skilled in delivering effective approaches to behaviour management; • A clear understanding of current legislation and its implementation with regard to safeguarding, in order that the school meets its statutory responsibilities; • An ability to tackle challenging situations and make difficult decisions, communicating outcomes clearly and with sensitivity • The ability to monitor, evaluate and review the school's effectiveness; • The capacity to use ICT and digital technologies, including AI, to improve the quality of provision.		
E. Personal qualities and attributes	• Honesty and integrity; • An enthusiastic, inspirational, creative and motivational leader who is able to operate effectively and think clearly under pressure • Humility, resilience and an ability to work under pressure, retaining a focus on the overall strategic aims and philosophy of the school • An ability to create and maintain an environment which celebrates success and promotes good behaviour, positive relationships and reflects the school's ethos; • Commitment, passion, enthusiasm and drive to achieve excellence and a track		Application References Interview

Criteria	Essential	Desirable	Stage identified
	record of delivering high quality education for all; • Proven success in promoting equality, respecting diversity and challenging stereotypes to promote the rights of young people; • An ability to provide clear educational vision and direction and lead by example in order to maintain and build upon the school's successes; • A track record of developing effective relationships with a range of audiences including parents, carers, staff, governors, professionals and the wider community (local, regional, national) to enhance the education of all pupils; • Effective interpersonal, communication and presentation skills, both written and oral; • Ability to delegate effectively.		