

## **Job Description – Headteacher**

**This job description should be read alongside, and in conjunction with, the range of professional duties outlined in the Headteacher’s Standards (currently 2020) document [Headteachers' standards 2020 - GOV.UK](#) and the current School Teachers’ Pay and Conditions Document. Nothing in this description should be perceived as detracting from those documents.**

The Headteacher is accountable to the Governing Board for the achievement, conduct, management and administration of the school, subject to any national legislation which may be introduced.

### **Job Purpose**

- To deliver the vision, values and curriculum to ensure that Cambridge School overcomes students’ barriers to learning, equipping them with the skills for their futures.
- To provide strategic and operational leadership and management that enables the school to give every pupil an excellent education.
- The post holder will promote the highest possible standards of achievement and well-being to secure the long-term success of the school.
- To develop and sustain partnerships with the wider community and meet the requirements of the Local Authority, Department of Education, Ofsted and examining bodies.
- To instil a creative and innovative style of leadership that inspires the pursuit of excellent educational standards and high aspirations for all students.
- To demonstrate a dynamic and professional leadership style, which motivates staff, sets high expectations, enhances achievement and encourages rigorous and on-going self-evaluation.
- To create a culture that challenges prejudice, values diversity and promotes equality. The post holder will be required to carry out their duties in line with professional standards and codes of conduct.

Duties and responsibilities of the post may change over time as requirements and circumstances change. The person in the post may also be required to carry out such other duties as may be necessary from time to time.

## **Responsibilities**

### **Strategic Direction**

- Work with the Governing Body to create the strategic vision, ethos and curriculum plan for the school.
- Ensure the successful delivery of the vision, ethos, aims and objectives as determined by the Governing Body.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties regarding the SEND code of practice.
- Provide dynamic, consistent and motivational leadership to the staff, children, families and wider community served by the school.
- Deliver a curriculum model that will address the barriers to learning of students attending Cambridge School
- Implement robust and sustainable strategies to drive through changes necessary to deliver high quality services, within the school and for the broader community.
- Ensure high quality, multi-agency services are available to support the educational, social and behavioural needs of students attending Cambridge School.
- Ensure that the provision reflects the highest professional standards and receives positive OFSTED reports.
- Ensure that statutory requirements, the decisions of the Governing Body and the needs of the students, their parents/carers, commissioners and the community are met.
- Act in accordance with legislation affecting the conduct of the school , particularly that governing health and safety matters and employment rights.

### **School culture**

- Establish and sustain the school's positive ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where pupils experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.

## **Pupil Welfare**

- Develop strategies that will promote 'Pupil Voice' and involve students in a meaningful way.
- Develop and give a high level of attention to effective relationships within the school and between the school and the local community.
- Develop strategies which promote the highest standards of behaviour and attendance. Provide nurturing and attentive pastoral care for all students.
- Ensure that students' needs identified through their EHCP targets are addressed and met.
- Ensure that the health and care needs of each student are assessed and consistently met.
- Provide opportunities for students to understand and adopt healthy behaviours and lifestyles.
- Provide opportunities for students to develop their spiritual, moral, social and cultural understanding.
- Manage pastoral care and pupil welfare.

## **Quality of Education and School Improvement**

- Work with the Governors to develop and communicate a clear, ambitious and strategic vision for the successful development of the school.
- Motivate and inspire others to carry this vision forward, empowering all students and staff to excel.
- Demonstrate and articulate high expectations, setting aspirational targets for all.
- Promote positive and respectful relationships with all members of the school community.
- Lead curriculum development and innovation, ensuring a creative, inspiring curriculum which meets the needs of all learners from all backgrounds, whilst also fulfilling statutory requirements.
- Promote an inclusive school.
- Ensure the implementation of effective intervention and support programmes, the impacts of which are regularly reviewed and evaluated.
- Implement strategies that continue to promote high standards of behaviour and attendance, maintaining a calm and happy learning environment.
- Ensure the quality of teaching and learning.
- Ensure a culture of staff professionalism, maintaining effective strategies and procedures for staff induction, professional development and performance review.
- Ensure that the safety, education and interests of children are at the centre of everything.

## **Leadership & Management**

- Provide the leadership and management which enables the school to give every student high quality education, and which promotes the highest possible standards of achievement, personal development and well-being.
- Ensure that the highest priority is given to promoting and safeguarding the welfare of children.
- Model the values and vision of the school.
- Translate the school vision into agreed objectives and operational plans.
- Embrace the positives of using technology to enhance learning, whilst using rigorous approaches to minimise risk.
- Ensure there is a well-planned and thorough annual cycle of assessment, monitoring and evaluation across the school; continuously review strategies to ensure that the highest standards of teaching and learning are maintained.
- Ensure staff are deployed and managed effectively, with attention paid to workload and retention.
- Prioritise and allocate financial resources appropriately, ensuring efficiency and effectiveness within the context of the annual budgetary cycle, being mindful of the use of public funds.
- Ensure that the school resources are managed sustainably and deployed in the best interests of our children and the school community.
- Support the school in securing additional resources to aid school improvement.
- Ensure that policies and practices take account of national and local circumstances and initiatives.
- Manage the school on a day-to-day basis ensuring that policies, including safeguarding and Health & Safety, are fully adhered to.
- Ensure relevant GDPR and data protection legislation is practised consistently.
- Regularly review own practice, set personal targets and take responsibility for own professional and personal development.

## **Promotion of School & Community**

- Sustain an ethos and culture within the context of the school's vision, which embraces the richness and diversity of the local and wider communities.
- Collaborate with other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of children and their families.
- Maintain and develop effective partnerships with parents and carers to support and improve children's achievement and personal development.
- Use innovative strategies to market the school and raise its profile within the community.

- To work with other public and voluntary sector agencies, and local businesses in the local community to develop curriculum opportunities.
- Develop an organisation in which staff recognise that they are accountable for the success of the school.
- Ensure the development and implementation of effective HR policies and procedures for staff induction, professional development and performance review.
- Encourage and manage the on-going professional development of staff ensuring that the Continuous Professional Development (CPD) strategy is aligned with the strategic goals of Cambridge School.

### **Safeguarding**

- Ensure that all safeguarding policies and practices fully meet the latest national guidelines and are published as required.
- Ensure all staff and governors are fully trained and aware of their responsibilities.
- Co-operate and work with relevant agencies to protect children.
- Continually update own knowledge and skills.
- Ensure effective supervision and security of the school environment, including digitally.
- Ensure the school is compliant with relevant and current Health & Safety procedures.
- Model and articulate effective safeguarding always, maintaining a safe and secure school.

### **Governance**

- Work closely and in partnership with the governing board to enable it to meet its statutory responsibilities.
- Establish and maintain appropriate working relationships with the Local Authority and the school's Governing Board.
- Ensure there are effective and accurate reporting systems to the school's Governing Board and the Local Authority (as necessary) on all matters relevant to the discharge of the school's responsibilities.

## Person Specification - Headteacher

At Cambridge School, we are dedicated to creating a safe space where children feel happy, can flourish, and are inspired to reach their full potential. The Governing Board of Cambridge School are determined to ensure that the school provides excellence for all within its community and operates in line with the vision and values of the school. We are looking for a headteacher that can both deliver and further develop this vision. The successful applicant will have the following qualifications and characteristics:

<b>Qualifications and Training</b>		
	<b>Essential or Desirable</b>	<b>Evidence</b>
Qualified Teacher Status recognised by the DfE	E	A/I
Degree	E	A/I
NPQH or similar	E	A/I
An additional special qualification in SEND	D	A/I
To have undertaken further professional study	D	A/I

<b>Experience</b>		
	<b>Essential or Desirable</b>	<b>Evidence</b>
Evidence of recent relevant professional development and training, including safeguarding and financial management	E	A/I/R
Substantial experience of successful leadership at Deputy Head level or above in a SEND environment.	E	A/I/R
Experience of collaborative working with vulnerable families and multi-agency teams to support students and their families.	E	A/I/R
Understanding of financial planning, budgetary management and principles of best value	E	A/I/R
Experience of managing and leading a wide range of staff	E	A/I/R
Proven record of innovative curriculum design that reflects the needs of the students.	E	A/I/R
Experience of using a range of tools and evidence, including learner performance data, to support,	E	A/I/R

monitor, evaluate and raise standards in all aspects of provision.		
Experience of working successfully with governors, parents, Local Authority and other partners.	E	A/I/R
Evidence of implementing effective whole school safeguarding policies and practices.	E	A/I/R
Experience of leading and managing a wide range of staff.	E	A/I/R

<b>Knowledge and Skills</b>		
	<b>Essential or Desirable</b>	<b>Evidence</b>
Able to lead, inspire and motivate staff and pupils with sound emotional intelligence to empower all stakeholders.	E	A/I/R
Able to recognise excellent learning and teaching and improve the skills of others.	E	A/I/R
Committed to challenge underperformance and ensure effective corrective action and follow up.	E	A/I/R
Excellent communication, both in writing and orally, to a wide range of audiences	E	A/I/R
An understanding of local and national educational issues and ability to debate and discuss these at strategic level.	E	A/I/R
Able to plan, implement, monitor and evaluate initiatives and policies.	E	A/I/R
Able to analyse complex problems and make sound judgements.	E	A/I/R
Able to analyse and interpret data to focus school improvement.	E	A/I/R
Able to consider innovative approaches, ways of thinking and challenges to the status quo.	E	A/I/R
Knowledge of strategic and financial planning processes.	E	A/I/R
Knowledge of effective behaviour and attendance management strategies	E	A/I/R
Knowledge and understanding of local and national trends and requirements in special education.	E	A/I/R
Knowledge and understanding of students with a wide range of moderate and complex educational needs.	E	A/I/R
Able to provide effective and inspirational leadership that inspires confidence and motivates staff, parents and students.	E	A/I/R
Able to prioritise and organise the demands of being a Headteacher and being able to delegate effectively.	E	A/I/R

Demonstrate excellent interpersonal skills, both written and oral	E	A/I/R
---	---	-------

<b>Values</b>		
	<b>Essential or Desirable</b>	<b>Evidence</b>
A commitment to inclusive education and equal opportunities for all pupils across the school.	E	A/I/R
A determination and commitment to achieving the highest standards for all pupils across the school.	E	A/I/R
A passion for developing enrichment, awe and wonder in a wide ranging and exciting curriculum, including extra-curricular activities.	E	A/I/R
A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective and to ensuring children love coming to school.	E	A/I/R
A commitment to engaging with and utilising the rich and diverse resources associated with a working partnership with parents, governors and the wider community.	E	A/I/R

<b>Equal Opportunities</b>		
	<b>Essential or Desirable</b>	<b>Evidence</b>
Candidates should indicate an acceptance of, and a commitment to, the principles of Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community.	E	A/I/R
Commitment to equal opportunities policies relating to age, disability, gender, race, religion and sexual orientation and compliance with the Human Rights Act in an educational context	E	A/I/R

<b>Safeguarding</b>		
	<b>Essential or Desirable</b>	<b>Evidence</b>
Ability to maintain appropriate relationships and personal boundaries with disclosure children and young people	E	A/I/R
Displays commitment to the protection and safeguarding of children and young people	E	A/I/R
Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the actions to take if necessary.	E	A/I/R
A strong understanding and commitment to online safety.	E	A/I/R



<b>Other</b>		
	<b>Essential or Desirable</b>	<b>Evidence</b>
Must be legally entitled to work in the UK.	E	A/I/R
No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance.	E	A/I (DBS check)
Willingness to undertake Physical Intervention training and to access relevant training in this area is mandatory for all staff.	E	A/I/R
Above average exposure to pupils who are traumatised and disadvantaged which result in them displaying difficult and demanding behavioural problems, will require the post holder to cope with above average levels of emotional stress.	E	A/I/R
At times, pupils experience dysregulation. The post holder needs to remain vigilant and observe risk assessment protocols.	E	A/I/R

Cambridge School is committed to the protection and safeguarding of children and young people in our recruitment procedures and in all our work across and beyond school. The school fully adheres to statutory guidelines in respect to safer recruitment.

All offers of appointment are conditional until satisfactory completion of the mandatory pre-employment checks.

A= Application

I= Interview

R=References