

Job Title:	Headteacher	Reports to:	Regional Director
Location:	The Springfields Academy	Accountable to:	CEO
Salary/Grade:	Leadership Scale: L25 – L31	Hours of Work:	Full-time

The job description may be amended from time to time following consultation with the postholder, Regional Director and/or CEO. It will be reviewed annually as part of the Headteacher’s performance development review.

Principal purpose of the role

The core purpose of the Headteacher is to provide professional leadership and management for the school, securing high-quality education, safeguarding, care and development for all pupils within the school’s specialist designation.

The postholder will provide strategic and operational leadership appropriate to the school’s designated specialist provision, which may include, but is not limited to, pupils with moderate learning difficulties, autism/communication and interaction needs, profound and multiple learning difficulties, social, emotional and mental health needs, physical and/or sensory needs, complex medical needs, or a combination of needs.

The Headteacher will:

- Provide visionary leadership that inspires staff, pupils, and stakeholders towards shared goals
- Empower staff to excel through professional development, collaborative practices, and shared decision-making
- Effectively manage teaching and learning
- Promote excellence, equality, and high expectations for all pupils
- Hold strategic responsibility for ensuring effective safeguarding and child protection arrangements across the school, working closely with the Designated Safeguarding Lead, safeguarding team, Regional Director, Trust leaders and local safeguarding partners
- Evaluate school performance and identify priorities for continuous improvement
- Deploy resources effectively to achieve the school's aims
- Carry out day-to-day management, organisation, and administration
- Secure the commitment of the wider community by maintaining and developing active partnerships
- Create a safe and productive learning environment which is engaging and fulfilling for all pupils
- Work effectively with the School’s Local Governing Board and Trust Leadership

To improve the life chances of children and young people

The Headteacher will work with the Regional Director, Director of Education, Local Governing Board, Trust leaders, staff, families and external partners to improve outcomes, independence, wellbeing and preparation for adulthood for all pupils. The Headteacher will promote equality, inclusion, respect for diversity and high aspirations for pupils across the school’s specialist designation.



They will recognise the role that parents, carers and families play in helping children and young people to succeed and thrive through being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being.

The Headteacher will ensure that staff:

- Listen, question and respond to what is being communicated by children and those caring for them
- Demonstrate knowledge of the physical, intellectual, linguistic, social and economic growth and development of babies, children and young people
- Recognise when a child or young person may not be achieving their developmental potential or their health may be impaired and be able to identify sources of help for them and their families
- Understand the impact on a young person of transitions they may be going through
- Work successfully on a multi-agency basis and be clear about the role of the Headteacher and the roles of other professionals
- Adopt the right approach to information sharing by following the correct procedures and by ensuring that the child or young person, parent or carer understands the process
- Ensure that curriculum, pastoral support and wider provision promote independence, communication, life skills, destinations and preparation for adulthood, appropriate to pupils' ages, needs and starting points.

To shape the future

The Headteacher will work with the Regional Director and Director of Education, Local Governing Board and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school communities and to develop the ethos of the school linked to its core aims and values.

The Headteacher will:

- Think strategically, build and communicate a coherent vision in a range of compelling ways
- Inspire, challenge, motivate and empower others to carry the vision forward
- Model the values and vision of the school.

To lead teaching and learning

The Headteacher will take responsibility for raising the quality of teaching and learning and for pupils' achievements within a successful learning culture.

The Headteacher will:

- Demonstrate personal enthusiasm for, and commitment to, the learning process
- Demonstrate the principles and practice of effective teaching and learning
- Access, analyse and interpret information
- Initiate and support research and debate about effective teaching and learning and develop relevant strategies for performance improvement
- Acknowledge excellence and challenge poor performance across the school

To develop self and work with others

The Headteacher will develop relationships and communication which underpin a professional learning community that enables everyone in the school to achieve.



The Headteacher will:

- Foster an open, fair, equitable culture and manage conflict
- Develop, empower, and sustain individuals and teams
- Enable staff to manage their workload to achieve an appropriate work-life balance
- Collaborate and network with others within and beyond the school and Trust
- Challenge, influence and motivate others to attain high goals
- Give and receive effective feedback and act to improve personal performance
- Accept support from others including colleagues, governors, Trust, and the Local Authority

To manage the organisation

The Headteacher will provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation.

Through effective collaboration with others, they will ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective, and safe learning environment for pupils, staff and members of the school communities. This includes adhering to safe employment procedures which place the safety of children and young people at the heart of all practices.

The Headteacher will:

- Build a strong school culture that prioritises innovation, resilience, and adaptability
- Champion operational excellence and impactful change leadership
- Establish and sustain appropriate structures and systems
- Ensure robust systems for attendance, safeguarding, behaviour, wellbeing and pupil engagement, recognising that absence, vulnerability and unmet need may be indicators of wider safeguarding or SEND concerns.
- Delegate management tasks and monitor their implementation
- Prioritise, plan, and organise their own work and that of others when appropriate
- Make professional, managerial, and organisational decisions based on informed judgements
- Think creatively to anticipate and solve problems
- Ensure comprehensive compliance with health and safety regulations by implementing, monitoring, and maintaining risk assessments, emergency measures, safe working practices, and legal requirements across all aspects of academy operations as detailed in the Trust's [Health and Safety Policy](#).

To secure accountability

The Headteacher is legally and contractually accountable to the Trust and Local Governing Board for the school, its environment and all its work. The Headteacher must also fulfil wider accountabilities in relation to pupils, parents, carers, the Trust, the Local Authority, and other relevant groups.

The Headteacher has ultimate accountability for safeguarding and child protection, ensuring statutory compliance and robust safeguarding arrangements. They must be trained as a Designated Safeguarding Lead (DSL). Where this is not already in place on appointment, the Headteacher will be required to complete DSL training.



The Headteacher will:

- Demonstrate awareness of national policy direction and anticipate educational trends
- Work effectively within the Trust's scheme of delegation, governance framework and accountability arrangements, ensuring that the Local Governing Board and Trust leaders receive accurate, timely and evaluative information about the school's performance, risks and improvement priorities.
- Engage the school communities in systematic and rigorous self-evaluation of the work of the school and work closely with the Local Governing Board to ensure that effective self-evaluation informs school improvement priorities
- Collect and use a rich set of data to understand the strengths and weaknesses of the school
- Ensure effective oversight of statutory SEND processes, including Education, Health and Care Plans (EHCPs), annual reviews and compliance with the SEND Code of Practice.
- Combine the outcomes of regular school self-review with external evaluations in order to develop the school.
- To actively monitor and respond to SEND initiatives at national, regional and local levels, identifying opportunities to expand the Academy's provision and following these through to fruition.
- Ensure high-quality provision across all specialist, commissioned, outreach, satellite, alternative or additionally resourced provision associated with the school, where applicable.

To strengthen community

The Headteacher will engage with the internal and external school communities to secure equity entitlement. This includes collaborating with other schools and with parents and carers and other agencies for the well-being of all children and developing extended services to meet the needs of the community.

The Headteacher will:

- Recognise and take account of the richness and diversity of the school communities
- Engage in a dialogue which builds partnerships and community consensus on values, beliefs, and shared responsibilities
- Listen to, reflect, and act on community feedback
- Build and maintain effective relationships with parents, carers, partners, and the community that enhance the education of all pupils.
- Build and maintain effective relationships with local authorities, health, social care, therapy services and other commissioning partners to ensure provision meets pupils' needs and statutory requirements.

Job Descriptions are not exclusive or exhaustive and the nature of the Headteacher's position entails that the post holder may be required to carry out additional duties as reasonably required.

The nature of this post will require flexibility to meet urgent work needs as they arise. This may entail some work outside normal term-time hours. The job description therefore is not intended to be exhaustive. The post holder will be expected to adopt a flexible attitude to the duties and hours to meet deadlines and deliver key objectives.



Person Specification

Education and Training			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Qualified Teacher Status and successful completion of statutory induction / ECT induction, where applicable.	E	X	
Degree or equivalent qualification	E	X	
Specialist qualifications in SEND	D	X	
Evidence of continuing professional development	E	X	X
National Professional Qualification of Headship or working towards completion	D	X	
Professional Development/Knowledge			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Possess current knowledge and understanding of all relevant phases of education depending on the designation of the school	E	X	X
Knowledge of the SEND Code of Practice: 0-25 Years and other relevant legislation	E	X	X
Evidence of appropriate professional development for the role of Headteacher (leadership & management)	E	X	X
Attendance at a range of training dealing with current educational issues	E	X	X
Contribution to staff development across all phases (e.g. coaching, mentoring, INSET for staff)	E	X	X
Completion of safer recruitment training	E	X	X
Completion of appropriate Child Protection training	E	X	X
Completion of Designated Safeguarding (DSL) Training	E	X	
Knowledge and understanding of Keeping Children Safe in Education and Working Together to Safeguard Children	E	X	X
Demonstrates strong understanding of relational, trauma-informed, therapeutic and positive behaviour support approaches, appropriate to pupils with a range of SEND and complex needs	E	X	X
Knowledge of SEND theory to support whole school strategic and operational development	D		X
Leadership			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Recent substantial successful senior leadership in a school	E	X	X
Able to demonstrate successful/effective leadership in a school	E	X	X
Experience of leading whole school improvement with evidence of impact	E	X	X
Experience of policy development and implementation	E	X	X



Experience in school self-evaluation and development planning. Understanding and experience of the importance of critical self- evaluation to improve outcomes.	E	X	X
Awareness of school financial management, including experience of, or exposure to, budgeting processes and financial planning activities	E	X	X
Experience of working with the Local Governing Body	D	X	X
Experience			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Experience of contributing to or leading inspection preparation, school self-evaluation and external accountability processes	E	X	X
Significant successful teaching and/or leadership experience in a special school, specialist provision, alternative provision, or mainstream setting with substantial responsibility for pupils with SEND	E	X	X
Experience of providing professional challenge and support to others through the performance management process	E	X	X
Ability to use data effectively, utilising assessment and target setting to raise standards	E	X	X
Able to exemplify how the needs of all pupils have been met through high quality teaching	E	X	X
Experience of leading and working alongside a multi-disciplinary/therapeutic team	E	X	X
Experience of financial management leadership in a school	E	X	X
Experience of developing, implementing and evaluating curriculum and assessment approaches that are ambitious, personalised and appropriate to pupils with a range of SEND and complex needs	E		X
Strong understanding of Education, Health and Care Plans, annual review processes, pupil outcomes, local authority commissioning arrangements and multi-agency working	E	X	X
Experience of designing a curriculum that meets the needs of a diverse SEND community relevant to the designation of the school	D		X
Professional Skills			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Clear vision and leadership skills: ability to lead and manage people as individuals and to develop the common goals of a team. Able to challenge, motivate and inspire others	E		X



Able to think analytically and creatively and demonstrate initiative in solving problems	E		X
Excellent written and verbal communication skills (this will be assessed at all stages of the process)	E	X	X
Possess the skills to lead child protection and safeguarding with up-to-date knowledge of relevant legislation and guidance	E		X
Demonstrate innovative and creative approaches to teaching and learning.	E		X
Ability to think and plan strategically and to respond flexibly to change	E		X
Competent with the use of digital technology and communications systems	E	X	X
Ability to organise work, prioritise tasks, make decisions and manage time effectively, recognising the importance of work/life balance	E	X	X

Philosophy and Commitment

Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Clear personal philosophy of education and enthusiasm in promoting aims, objectives and ethos of the school	E		X
Committed to the promotion of well-being and pastoral care to all staff and children.	E		X
Able to relate to all pupils from whatever background in order to motivate them to achieve their potential	E		X
Committed to promoting links with the Trust and other Trust Schools, parents, governors, community and developing parent / carer engagement in learning	E		X

Personal Attributes

Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Ability to demonstrate personal and professional integrity including modelling values and vision	E		X
Outstanding inter-personal relationships including the ability to manage and resolve conflict	E		X
Ability to build and maintain quality relationships through effective interpersonal skills and communication	E		X
Awareness of the personal strengths and areas for development of others; listen to reflect on and respond to their views	E		X
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	E		X

