

Job Description and Person Specification

Post Title: Head of School (City of Wolverhampton & Alternative Provisions)

Northern
House
School



This Trust has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults, and requires all staff and volunteers to share this commitment.

Salary Band/Range	Teachers Terms and Conditions (L13-L18)
Responsible to	Executive Headteacher / Local Governing Body
Location	Northern House School (City of Wolverhampton)
Special Conditions	Full Time

1. Job Purpose
<p>The Head will lead the school within our MAT, inspiring staff to achieve the highest possible standards within the school and alternative curriculum and develop well-rounded and ambitious pupils.</p> <p>To lead and manage the development of Education at Northern House School (City of Wolverhampton) for children and young people aged 4-16.</p> <p>The core purpose of the Head of School is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work.</p> <p>To gain success a Head of School will:</p> <ul style="list-style-type: none">• provide vision, leadership and direction• promote excellence, equality and high expectation for all pupils• evaluate school performance and identify priorities for continuous improvement• deploy resources to achieve the school's aims• support the executive headteacher to set and review the school's priorities and objectives, leading activity to ensure these are delivered• demonstrate exemplary leadership• develop, motivate and deploy teaching and non-teaching staff to secure the best possible use of available talent• determine and drive appropriate standards and targets to deliver improvement• create an accountable, safe and positive learning environment in which diversity and co-operation are celebrated• work with the governing body to decide the school's values, making these known to pupils, staff, parents and the wider community• make staff aware of key priorities, giving tasks to teams and individuals with instructions to evaluate and review• set high expectations of learning and achievement for staff and pupils• use data to track performance against targets and challenge poor results• make sure parents and pupils are informed about progress and how they can support improvement• carry out day-to-day management, organisation and administration• develop positive and constructive relationships with the various external agencies, including local commissioners• use the school to pull together the local community, working with others to increase learning opportunities

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Securing Accountability

The Head of School is contractually accountable to the governing body and Executive Headteacher for the school, its environment and all its work. The Head of School also must fulfil the wider accountabilities in relation to pupils, parents, carers, the Local Authority, Multi Academy Trust and other relevant groups.

The Head of School will:

- Demonstrate political insight and anticipate trends
- Engage the school community in the systematic and rigorous self-evaluation of the work of the school and work closely with the Governing body to ensure that effective school self-evaluation informs school improvement priorities.
- Collect and use a rich set of data to understand the strengths and weaknesses of the school
- Combine the outcomes of regular school self-review with external evaluations in order to develop the school

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.

2. Key Responsibilities

2.1 Main Duties

- Ensure the effective and efficient education of all pupils in both the primary and secondary divisions
- Support the Executive Headteacher and the Local Governing Body in identifying areas of development and implementing the School Development Plan.
- Maintain an overview of the curriculum for key stages 1-4
- Work with the Executive Headteacher to undertake school evaluation and review.
- Work with the Executive Headteacher to make sure the school meets challenging targets for improvement.
- Support the development of social and educational inclusion.
- Take personal responsibility for managing the performance of school staff
- Work closely with outside agencies, including the referring LA(s), OFSTED, child protection and safeguarding agencies, the police, the education psychology team and other specialist support services as required



Leading and Managing Staff

- Support and monitor school leaders to ensure effective delivery of the curriculum and the quality of teaching and learning throughout the School.
- Support and work alongside the Leadership Team, Subject Leaders, Middle Leaders and other staff when appropriate.
- Ensure all assessment systems are maintained and reporting and recording procedures are followed.
- Provide training, coaching, mentoring and, where appropriate, modelling for staff on effective teaching and learning
- Participate in the selection and appointment of the teaching and non-teaching staff of the school.
- Deploy and manage all the teaching and non-teaching staff of the school and allocate particular duties to them in a manner consistent with their conditions of service and the need to ensure a proper work/life balance.
- Delegate, as appropriate and agreed, specified duties of the head of school to the deputy head of school or other members of staff.
- Ensure that all staff receive the information they need to carry out their professional duties effectively.
- Supervise and participate in arrangements for the appraisal of the performance of relevant staff.
- Exercise responsibility for the supervision and training of newly appointed staff during their induction periods.
- Work to identify opportunities for continuing professional development including in house courses, external courses and job related training.
- Ensure that all staff in the school have access to advice and development opportunities appropriate to their needs and report to the governing body on the professional development of all staff.
- Provide regular updates to the governing body, on staffing and management matter.
- Provide information about the work and performance of the staff employed at the school where this is relevant to their prospective employers.
- Maintain a professional working relationship with organisations representing the staff of the school.

Pupil with SEMH

- Be adept at managing and responding intelligently to young people with SEMH as a primary area of need.
- Lead by example and foster the development of young people with SEMH, thorough leadership and practice.
- Develop a culture and ethos by where the school does not tolerate certain non-negotiable behaviours deemed undesirable however understands the core root of behaviours exhibited and works tirelessly to overcome and address such barriers to learning.
- Has a comprehensive understanding of SEMH within the code of practice and how the environment, conditions and correct approach can support good progress.
- Can react to the following behaviours in a professional, calm and assured manner:
 - Reduced motivation, social withdrawal or isolation
 - Attention-seeking, clingy, or over-dependent behaviour
 - Behaviour that is disruptive to the learning of others
 - Avoidance behaviours (e.g. running off, truancy/ school-refusal, being sent out of lessons)
 - Deliberate self-harm
 - Negative peer interactions (e.g. rejecting others, conflicts with peers, negatively influencing or being influence by peers)
 - Difficulties sustaining attention to tasks or activities
 - Obsessive behaviours

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- Impulsive or risky behaviour
 - Physical or verbal aggression
 - Significant emotional distress (e.g. upset, crying)
 - Selective talking (i.e. silent/ unable to talk in certain situations, such as school)
 - Self-perceptions (e.g. self-esteem, self-worth, self-efficacy, self-confidence)
 - Mood (e.g. difficulties in managing mood, or persistently low mood)
 - Relationships (e.g. social skills, trust and/ or dependence, bullying)
 - Understanding or regulating emotions (e.g. anxiety, anger)
 - Behavioural self-regulation (e.g. impulsivity, hyperactivity, concentration)
 - Experience of stress or trauma
 - Substance dependence/ misuse
 - Delayed development of social and/or emotional skills and understanding
- Can converse effectively with a multitude of professionals, stakeholder's parents and carers irrespective of age, gender, ethnicity, religion or sexual orientation.
 - Can draw on the appropriate support from targeted services to further develop networks, enhancing the status and reputation of the school.

Pupil Welfare

- Maintain and update all applicable and relevant school policies on items such as, but not limited to behaviour, discipline and bullying.
- Ensure that the curriculum and organisation of the school encourages positive self-esteem and good attitudes to learning
- Develop and maintain a sound practice for the pastoral care of pupils.
- Oversee the pastoral welfare of all pupils under his / her care and uphold the School's policies on behaviour, discipline and bullying.
- Ensure that the curriculum and organisation of the School encourages positive self-esteem and good attitudes to learning.
- Maintain, review and develop policies and procedures for promoting pupils self-discipline and good behaviour in the context of a proper regard for authority.
- Ensure the maintenance of good order and discipline during the school day, when pupils are present on the school premises or engaged in authorised school activities on and off school premises.

Resources

- Work with the Executive head teacher to allocate, control and account for the financial and material resources of the school, which are under the control of the head of school and be accountable to the governing body for their proper use.
- Be responsible for the organisation and management of staff within the school in accordance with statutory guidance on school teachers' pay and conditions.
- Ensure the effective security, supervision and maintenance of school buildings, their contents and the school grounds.

Relationships

- Make and maintain arrangements for parents to be given regular information about the school curriculum, the progress of their young people and other matters affecting the school, so as to promote common understanding of its aims.
- Work with young people, parents, governors, the local community and other stakeholders to ensure that they contribute to the evaluation of the school.

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	<ul style="list-style-type: none"> ▪ Provide information and to work with the governors of the school to ensure that they carry out their role effectively. ▪ Provide for liaison and co-operation with officers of the local authority and report to the local authority on the discharge of the head of school's functions as required. ▪ Maintain liaison with other schools and further education establishments with which the school has a relationship. ▪ Recognise and support the work of the parents' and carers' group in supporting school initiatives. ▪ Identify and offer opportunities for approved volunteers to support the work of the school in terms of curriculum and extra-curricular activities. <p>Administration and Communication</p> <ul style="list-style-type: none"> ▪ Support the Executive Headteacher in maintaining and Managing the Schools Delegated Budget. ▪ Attend Directors' and local governors' meetings when required. ▪ Maintain effective communication systems both within Northern House School (City of Wolverhampton) and with key Northern House School Academy Trust Directors and staff ▪ Maintain good links with parents/carers and other partners. <p>Accountability</p> <ul style="list-style-type: none"> ▪ Engage in relevant professional development activity. ▪ Arrange for a deputy head of school or other suitable person to assume responsibility for the discharge of head of school responsibilities at any time when they are unavailable. ▪ Participate, as appropriate and where necessary, in the learning journeys of pupils at the school. ▪ Have due regard for local authority and school policies on equal opportunities, health and safety and any other relevant area. ▪ Have regard for the work-life balance of school staff. ▪ Undertake any duties that are "reasonable" and appropriate to the post as determined by the Executive Headteacher. ▪ Any other duties and responsibilities within the range of the salary grade.
2.2	People
	Line management responsibility for appropriate staff.
2.3	Safeguarding
	<p>The Trust is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and vulnerable adults for whom she/he is responsible or comes into contact with.</p> <p>To ensure the Single Central Register is maintained and fulfil statutory requirements.</p> <p>To ensure appropriate records are maintained and are in place to fulfil Safeguarding and Health and Safety requirements.</p>
2.4	Financial
	<p>Work closely with Senior Officers of the Multi Academy Trust and the Executive Headteacher to ensure that all expenditure is controlled within the school budget.</p> <p>Assist the senior officers to generate income by identifying opportunities to apply for grants, to trade services, and to establish the school as a centre of excellence for education and training</p>

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2.5	Buildings & Equipment	
		Liaise closely with the Executive Headteacher and Multi Academy Trust in order to ensure the site is maintained to a high standard, with minimum disruption to the efficient education of the pupils and in consideration to budgets.
2.6	Health & Safety	
		To be responsible for the Health and Safety of employees and children under the care and direction of the post holder. Ensure all employees are aware of necessary policies and procedures in relation to their Health & Safety, Wellbeing and Security. The post holder will be responsible for his/her own health and safety. All duties and responsibilities must be carried out in line with the specific requirements detailed in the Trust's Health and Safety policies.
2.7	Policies & Procedures	
		The post holder will be accountable for ensuring that he/she is aware of relevant Trust policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.
3.	Other Conditions	
3.1	Mobility	
		The postholder may be expected to travel to different Trust sites, and other partner organisations, on an infrequent basis. Whilst this post is initially to a specific site, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as the service of the Trust may require.
3.2	Equal Opportunities	
		The Trust is committed to Equal Opportunities and expect all staff and volunteers to recognise and value differences and to treat everyone with dignity and respect.
3.3	Variations to Job Descriptions	
		Due to changing demands, duties and responsibilities are likely to vary from time to time and the Trust therefore retains the right to amend job descriptions to reflect changing requirements.
3.4	Training and Development	
		The Trust is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify job-related development needs and keep up to date with their professional Continuing Professional Development.

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Experience
Qualified Teacher status (Desirable)
Degree or equivalent
Evidence of recent professional development
Evidence of additional further educational qualifications or professional study
Extensive and recent senior management experience
Experience of working with governors, directors and other senior stakeholders
Extensive and proven experience of raising attainment and performance of children with SEMH
Extensive experience of developing and maintaining a sound practice for the pastoral care of pupils
Knowledge and understanding of the National Curriculum
Experience of curriculum leadership and participation in the formulation and implementation of whole school policies
Experience of whole school management and participation in decision making as part of a management team
Experience of successfully leading staff development, coaching and monitoring
Understanding of the planning, monitoring, reviewing and evaluation process for school improvement
Experience of working and liaising with Local Authority Commissioners (Desirable)
Experience of managing school finances (Desirable)

Knowledge
Comprehensive understanding of SEMH within the SEND code of practice
Understanding of the schools requirements in relation to its funding agreement
Knowledge and awareness of recent educational developments and the legislative framework
Excellent knowledge and understanding of all forms of assessment
Knowledge of safeguarding/child protection legislation and procedures
Knowledge of health and safety requirements
An understanding of equality of opportunity for all pupils and staff in the school
Knowledge and understanding of effective systems and strategies for positive behaviour management

Skills and Abilities
Able to manage and respond to young people with SEMH as a prime are of need
Ability to lead and develop a culture and ethos where certain non negotiable behaviours are not tolerated
Ability to be an effective leader in a range of contexts, in an appropriate and supportive manner
Ability to understand and address whole school issues of curriculum and organisation
Ability to identify areas for development and create an action plan for improving standards
Ability to plan, organise and communicate effectively, both orally and through the written word in a range of contexts
Ability to lead others in an appropriate and supportive manner
Ability to use and act on own initiative but also work as part of a team
Ability to respond calmly and confidently to a variety of challenges
Ability to resolve conflict
Good interpersonal, organisational and management skill
Excellent negotiation and persuasion skills
Ability to reflect on own performance and adapt accordingly
Ability to retain a sense of humour

Professional Qualities
Committed to the school's aims and objectives and equal opportunities policy
Capable of carrying out restrictive physical interventions (RPIs) as per relevant school policies

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Ability to be an effective leader in a range of contexts, in an appropriate and supportive manner
Ability to understand and address whole school issues of curriculum and organisation
Be committed to safer recruitment practice, promoting the welfare of children and young people, and ensure that staff and volunteers to share this commitment
Be willing to work with the Executive Headteacher to monitor financial and human resources
Passionate about children's learning and well-being
A strong, inspirational leader, committed to meeting the particular needs of our children and their families
Value cultural diversity, and the uniqueness and potential of everyone
To have a good personal presence, good communication skills and a sense of humour
To be able to work effectively under pressure, to prioritise appropriately and to meet deadlines
To have good analytical skills, being able to synthesise complex information, summarise, draw appropriate conclusions and make decisions
Provide energetic and visionary leadership
Embody and effectively communicate the school's vision, values and ambitions
Lead by example, to win the professional respect of colleagues and bring out the best in them
Establish a strong presence in the community through excellent interpersonal and networking skills
Be approachable and responsive to the views of staff, pupils and parents
Have the stamina and determination to see through new initiatives and drive improvement
To be able to understand, interpret and present school performance and financial data
A strong sense of accountability for fulfilling the requirements of this post on an ongoing basis
Have the confidence to make informed decisions in children's best interests

Written Application

Evidence of clear thinking about the role of Head of School, educational philosophy and presentation of experience to meet the requirements of the post

References

Excellent and unequivocal