



## **Spa Education Trust: Job Description for Head of School**

Pay: Inner London Group (L29 – L35)

Responsible to the Executive Headteacher

Spa Education Trust currently has two special schools for pupils with autism. Spa Bermondsey is for pupils aged 11 – 19. Spa Camberwell is for pupils aged 5 -16.

The Executive Headteacher and trustees are now recruiting a Head of School for each site.

This job description is based on the key areas identified in the Headteachers Standards 2020.

The trust acknowledges the importance of the role of the Head of School and will actively offer long term support, encouragement, CPD and realistic challenge to the successful candidates.

**Our recruitment processes follow the guidance in the DfE document Safeguarding Children and Safer Recruitment in Education. All staff will be required to undertake a disclosure from the Disclosure & Barring Service.**

### **ORGANISATIONAL MANAGEMENT**

- Model the vision and values in everyday work and practice.
- Day to day management of the school including pupils, staff, resources and premises.
- Ensure all policies and procedures, including Safeguarding and Health and Safety, are fully adhered to.
- Produce and implement school improvement plans and policies.
- Ensure that policies and practices take account of national and local initiatives.
- Work in partnership with the Executive head Teacher to manage the school's financial and human resources effectively and efficiently.
- Work closely with the Executive Headteacher and Senior Finance officer to ensure budgets are set and managed within policies agreed
- Implement Trust and DfE policies and strategies (e.g. in relation to compliance, finance, HR and IT)
- Manage and organise the school environment ensuring it meets the needs of the curriculum, health and safety regulations and reflects the distinctive characteristics of a special school for pupils with autism.

- Ensure that health and safety policies are fully implemented and managed.
  - Ensure that effective safeguarding strategies, systems and support are in place work with relevant agencies.
  - Maintain the highest possible standards of Safeguarding acting as the Designated Lead.
  - Develop strong and effective partnerships with pupils, parents and the broader community, including local organisations and schools

### **LEADING LEARNING AND TEACHING**

- Develop a shared expectation of outstanding teaching and learning for pupils with autism.
- Lead collaborative CPD so all learn from the very best each has to offer.
- Demonstrate and develop best practice in curriculum design and development for pupils with autism.
- Demonstrate and lead best practice approaches to positive Behaviour Support matched to the needs of pupils with autism.
- Coordinate a planned annual cycle of assessment, monitoring, evaluation and reporting
- Ensure a consistent and continuous school wide focus on pupil achievement using data and benchmarks to monitor progress.
- Lead in analysing and interpreting information on pupil progress to inform planning for improvement.
- Develop relevant strategies for improvement.

### **LEADING AND MANAGING STAFF**

- Support and maintain the ethos and culture of the trust, promoting staff wellbeing and the highest standards of courtesy and mutual respect.
- Recruit, retain and deploy staff appropriately, managing their workload to achieve the vision and goals of the school.
- Develop and maintain effective strategies and procedures for staff induction
- Promote and coordinate professional development for all staff in line with the school / trust improvement plans.
- Implement successful performance management processes for all staff.
- Deal effectively with underperformance, in line with relevant policies.
- Develop the school leadership team, reflecting the Trust vision and values.
- Encourage initiative, teamwork and the development of leadership across the trust.

- Regularly review own practice, set personal targets and take responsibility for own personal development.

## **ACCOUNTABILITY**

The Head of School is accountable to the Executive Head Teacher, Local Governing Body, Trustees, parents/carers and the broader school community.

- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Create and implement positive strategies for promoting equality, for challenging prejudice and for dealing with harassment.
- Present and deliver regular monitoring reports to the Executive Headteacher
- Work with the Executive Head Teacher to develop systematic procedures for school self-evaluation and use the outcomes of evaluation to further improve the school.
- Develop and present coherent and accurate accounts of school performance to a range of audiences including the Executive Team, Board of Trustees, Academy Committee and parents and carers;
- Meet all statutory reporting requirements including attendance, behaviour and safeguarding.
- Coordinate the school website and ensure compliance.
- Maintain detailed understanding of the OFSTED Education Inspection Framework and maintain a range of strategies to demonstrate the school's achievements.
- Ensure individual staff accountabilities are clearly defined, understood and met.

### **Other**

The range of responsibilities listed above is not exhaustive and is subject to change at the direction of the Executive Head Teacher.

**Head of School Person Specification**

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>		
Qualified Teacher Status	x	
National Professional Qualification for Headteachers	x	
<b>Experience</b>		
Track record of delivering excellent teaching in a special school	x	
Senior leadership position in a school for pupils with autism	x	
Writing School Improvement Plans		x
Leading staff development	x	
Proven success in developing curriculum	x	
Management of non-teaching staff		x
Day to day operational management in a school setting	x	
Leadership role in the OFSTED inspection process		x
Leading through coaching and mentoring		x
<b>Spa Camberwell applicants</b>		
Experience developing primary curriculum in a special school	x	
Leadership experience in a primary setting	x	
<b>Knowledge and Understanding</b>		
A thorough understanding of successful strategies for teaching pupils with autism	x	
Strategies for developing the quality of teaching and improving pupil outcomes	x	
Ability to analyse and use data to improve educational outcomes	x	
An understanding of positive behaviour support and the needs of pupils with autism		
Knowledge of current education legislation, national initiatives and strategies	x	
Thorough understanding of safeguarding best practice, policies, and statutory requirements	x	
<b>Skills and Qualities</b>		
Ability to inspire, motivate and train staff	x	
Ability to actively engage parents and carers from all communities and communicate positively with them	x	
Excellent organisational skills and a proven ability to prioritise tasks effectively	x	
Ability to work under pressure with enthusiasm and dynamism	x	
Commitment to pupil happiness and well-being and a commitment to all pupils succeeding	x	