

JOB DESCRIPTION

Job Title:	Principal
Location:	The Forum School
Responsible to:	Regional Education Lead
Responsible for:	All staff employed at, or working at the school
Other key relationships:	Heads/Principals of other Schools/Colleges Central Individuals and Departments (HR/Finance/Estates/MDT etc.)

Purpose and Role Summary

The Principal is ultimately accountable for all areas of operational and educational performance within the school and for improving outcomes for children and young people. The values of CareTech, which is to make the 'lives of our children and young people 'extraordinary every day,' underpin the core responsibilities of the role. The scope of the role will vary depending upon the specific student population's needs and the type of provision (day/residential/term time or fifty-two week).

The purpose of the role is to ensure that the needs of the students are met, in the most appropriate manner and to the highest standards. This is achieved through the competent management of the P&L, the effective management of all relationships and stakeholders and through strong leadership and development of the staff team to deliver all requirements of the provision.

Main Accountabilities

- 1 **Outstanding Mindset**
Develop a cohesive and integrated vision and strategy for the school in line with Cambian values, striving always for improvement and development of the school and services provided.
- 2 **Quality and Compliance**
Ensure excellent Quality in all areas of the school leading by example and with comprehensive documentation and plans to support activity and to support development plans, in compliance with policies, procedures and other requirements.
- 3 **Meeting Student Needs**
Through fully individualised plans enable the holistic needs of each student to be met so that they are able to achieve their potential and be able to clearly demonstrate and identify progress.
- 4 **EBITDA/Budget Management**
Agree and deliver the overall budget for the provision ensuring the balance of focus between occupancy with appropriate fee structures and cost management.
- 5 **Management of Provision Staff Team**
Ensure the staff team are recruited, developed and retained through positive employee engagement, demonstrating a fair and consistent approach to all, providing opportunities for career progression and development and through delegated responsibility manage capability and conduct to limit impact on students. In addition to the staff team employed directly by the provision ensure that the relationships with the MDT/Clinical team, both centrally and located at site enhances the experience for the student and enables all needs to be met.
- 6 **Relationship Management**
Ensure effective and positive relationships and stakeholder management externally and throughout the school which enable the management of reputational risk whilst enhancing positive PR opportunities.
- 7 **Site and Resources Management**
Both directly and through effective relationships with central functions such as Maintenance and IT, manage the buildings and resources/equipment ensuring efficient and effective use and prioritising to

ensure Health and Safety and Risk is managed whilst retaining a focus on overall impact and impression of site for visitors.

Key Responsibilities

1. 'Outstanding' Mindset

- Working with the Senior Team and with representations/ideas from staff at all levels and across all departments produce a school development plan which includes actions from previous Ofsted/CQC and internal audits as well as up to date best practice guidance.
- Ensure the development plan is a living document which is discussed, reviewed and updated on a regular basis.
- Ensure an annual SEF/SAR is written, from which the Development Plan is formulated.
- Develop and maintain a culture which identifies and celebrates successes, as well as providing the opportunity to learn from mistakes and/or opportunities to do things differently.
- To maximise the contribution of staff to improve the quality of education and care provided, standards achieved and to ensure that constructive working relationships are formed between staff and pupils.
- Actively engage with Improvement Partners, Quality and Compliance colleagues and others to take on board feedback and constantly seek improvements.
- Ensure that all progression is written down and evidenced and is auditable.
- To ensure that there is a system of self-auditing operating in the establishment, across all functions, which leads to continuous development.
- Regularly carry out own 'spot checks' and unannounced reviews e.g. classroom visits, night/weekend visits (if relevant).
- Provide clear solution focused leadership acting at all times as a positive role model for Outstanding behaviours.

2. Quality and Compliance

- Ensure that staff know where to locate all Group policies and establishment procedures and are fully aware of and comply with those which are most pertinent to their roles.
- Ensure all risks are reported in accordance to Cambian policy.
- Ensure that Quality Assurance processes over the year are adhered to and impact measured.
- Ensure all staff undertake and renew all mandatory and compliance training and demonstrate the correct mindset in practice e.g. Safeguarding/Health and Safety etc.
- Ensure that all staff are fully trained and competent in the current methods of Positive Behaviour Management understanding de-escalation strategies and implementing physical intervention appropriately.
- Ensure the Health, Safety and Hygiene of students, staff and visitors is safeguarded and that everyone is aware of and complies with their own responsibilities.
- Ensure safety requirements of the site are known and adhered to by all.
- Ensure there is a Safeguarding Team to whom any issues can be highlighted and that these are known to all students and staff.
- Ensure that all staff and students are aware of the Whistleblowing policy and that contact details are clearly visible at a range of locations on site.
- Ensure that managers are effectively trained and equipped to carry out investigations to comply with safeguarding, disciplinary, grievance and other complaints and issues that may be raised. Ensure documentation is standard and of the highest quality which allows for decisions to be based on factual and robust evidence and information.

3. Meeting Student Needs

- Ensure the existence of a coherent philosophy which all staff accept, understand and put into practice for each student.
- Produce a School/College Curriculum Statement which describes the programme provided, and which refers to the whole learning experience and includes input from clinicians and/or therapist and which has regard to current best practice and compliance requirements of Ofsted/CQC and other bodies.
- Show clearly how the programme is designed to promote the objectives of the Provision and Cambian Education and refer to preferred approaches to teaching and learning, to arrangements for assessment and record keeping, and to overall resource implications.

- Ensure that placements are successful through the cohesive delivery of the education and care plans and with appropriate levels of input from specialists and stakeholders. Whilst always seeking to take students who can be accommodated, be prepared to challenge and decline students whose needs cannot be met whilst maintaining delivery for other students.
- Ensure staff from all areas are appropriately involved in the development of the student's personalised plans, understand the individual behaviour and development requirements of each student and are trained to deliver these.
- Ensure that the planning, programming and carrying out of the social/leisure activities are approached systematically and result in what happens being what is planned
- Plan a system which ensures that every student/resident has access to a 'support service' that he/she needs as an individual
- Ensure that a system exists for students to raise issues of concern to them and that the Group Complaints Procedure for students is known by all, and followed
- Regularly review the contribution which the premises, grounds and resources make towards achieving the provisions' aims and objectives, ensuring value for money and fitness for purpose and develop plans to improve where appropriate.

4. EBITDA/Budget Management

- Ensure budget preparation includes plans for student numbers/expansions/concerns for market etc. and that this in turn reflects the staffing numbers needed and work with HR/finance to ensure that staffing group are consulted regarding potential change year on year.
- Ensure budget preparation also takes into account changes in other areas of expenditure which recognises changes to student numbers/needs including any requirement for different facilities/equipment/diet etc. which will have budgetary implications.
- Working with senior colleagues lead and drive Occupancy pipeline and work with own team and with support from MDT etc. to convert interest to placement at correct funding level.
- Review budget on monthly basis, analysing information provided by central finance and benchmarking to local knowledge and information. Provide explanation for any anomalies and challenge any inconsistencies or errors noted. Be able to describe corrective action being taken where necessary.
- Check and approve payroll on weekly and monthly basis, having verified, any anomalies with reasons.
- Ensure that colleagues negotiating fees etc. are aware of any specific issues from assessments which will need to be costed into proposals e.g. ensure sufficient staffing levels are budgeted for.
- Ensure that all recruitment is within establishment budget. Where new posts become necessary, be able to prepare a business case for discussion with Director before being submitted to Education MD for further consideration.
- Whilst allowing for staff development and meeting student needs ensure that staffing ratios and rotas provide the most efficient and effective staffing levels.
- Where necessary consult with staff (in partnership with HR) to deliver staffing establishment changes.
- Comply with all budgetary requirements and ensure that records are kept of all expenditure.
- Working with central marketing colleagues, drive appropriately sourced placements where contracts and fees are agreed to support level of acuity and complexity of individual student.
- Ensure that spending is monitored throughout the year and act to prevent overspending.
- Ensure appropriate budgetary delegation to ensure that matters are dealt with in a timely manner and suppliers are not kept waiting which could backfire on establishment positive image in local market.
- Obtain quotes as required
- Develop a culture which avoids waste of any kind and act when necessary to ensure compliance from all levels within staff team.

5. Management of Provision Staff Team

- Ensure the effective retention and engagement of staff, developing an "employer of choice" reputation as well as, the effective recruitment including internal promotion and external appointments.
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their roles and career development.
- Ensure staff team is engaged and involved in the running of the school and that their voice is heard through formal and informal channels.

- Use staff engagement activities to gauge levels of employee engagement and ensure that key issues which hinder performance are effectively managed.
- Ensure that staff know how they contribute to the organisation's success, checking and reinforcing this whenever possible.
- Ensure all HR Policies and Procedures are adhered to at all times.
- Ensure training and development needs from induction through to succession planning are identified and arranged in conjunction with HR colleagues to enable needs to be met including developmental as well as compliance training requirements.
- Handle investigations, disciplinaries, grievances and complaints in line with policies, delegating as appropriate and consulting with HR department, ensuring appropriate reporting is undertaken.
- Ensure that the timetable and curriculum allows for staff training and development which is inclusive and does not treat any group less favourably.
- Leading by example with own team, ensure that regular supervisions are carried out throughout the provision and that these are documented and support the staff team, that appraisals are conducted with clear SMART objectives which reflect the provision's KPIs.
- Ensure there are effective lines and means of communicating across all functions and levels within the provision enabling everyone to remain up to date and current with activities/issues and successes.
- Ensure staff files are maintained in line with the Company's agreed format and that documentation on file is up to date and appropriate.

6. Relationship Management

- Establish and maintain systems which ensure continuing contact between students and their families and between the School/College and the family
- Ensure that there is clear communication guidance and delegated authority/responsibility for communicating courteously, clearly, accurately and regularly with parents, Local Authorities, Health, funding bodies, the local community and other outside agencies.
- Develop and maintain positive relationships with relevant individuals in Head Office and other Cambian provisions as well as with Cambian retained "advisers", including internal auditors (mock Ofsted/CQCs etc) which enhance the running of the provision.
- Work with marketing and communications colleagues to develop positive relationships with local press and other agencies to ensure the provision receives favourable press and is able to locally celebrate success keeping the community informed.
- Ensure that any issues of reputational risk are escalated according to policy and procedure.
- Ensure that all communication with outside agencies is dealt with promptly and deadlines are met involving central colleagues as appropriate.
- Ensure that all visitors to the provision are treated appropriately and are accompanied at all times, that they are provided with the relevant information to ensure their safety and wellbeing at the same time managing the needs of the students.
- Ensure that telephone conversations and face to face discussions are appropriately followed up with written communication where necessary and especially where actions are required or agreements made, copying others as appropriate.
- Arrange meetings with representatives of outside agencies, particularly in the local community, to promote a positive image of the School/College and Group.
- Organise events to which representatives of outside agencies are invited, and which create a good impression of the School/College and Group e.g. annual Open Day.

7. Site and Resources Management

- Develop and maintain positive professional relationships with internal colleagues such as IT and Maintenance to ensure PPM and Capex agreed work is undertaken on time and to budget and whereby contractors are compliant with provision requirements and expectations.
- Ensure that the current system for reporting damage and faults is known and managed appropriately, and that remedial action follows, getting involved personally where necessary to ensure this is achieved as far as possible without delay.
- Ensure that contact details are known by all relevant staff on site.
- Through delegated management responsibility ensure that buildings and grounds are clean and maintained appropriately.

- Ensure that student plans define where appropriate that they become involved in cleaning and maintenance activities as part of their life skills learning.

PERSON SPECIFICATION

Qualifications

1. Recognised Degree level teaching qualification (or equivalent) or recognised care qualification
2. NPQH or Principals Qualifying Programme. (Other relevant qualifications and/or experience may be acceptable) - desirable
3. Management qualification desirable.
4. Current driving licence.
5. No criminal record including convictions, cautions, reprimands or bindings over which may be relevant to the safety and welfare of students or staff.

Experience

- 1 Successful experience as a senior leader e.g. Headteacher, Deputy Headteacher, Head of School or Head of Care within a Special Needs environment.
- 2 Successful P&L/Budget management.
- 3 Demonstrable experience of growing and developing a School.
- 4 Part of a successful team improving Ofsted ratings.
- 5 Successful experience in planning and organising educational programmes appropriate to individual's needs and abilities.
- 6 Successful experience of developing others.
- 7 Successful experience in taking a lead role in curriculum development for pupils with special educational needs.
- 8 Successful experience of setting, reviewing and evaluating measurable standards.
- 9 Successful experience of implementing positive behaviour support strategies for special needs, learning disabilities and associated disorders.

Knowledge

- 1 Knowledge of current curriculum developments and their implementation and national educational agenda relevant to the nature of provision (AS/ASD/BESD/Complex Needs/Further education/adult learning etc.).
- 2 Inspection requirements e.g. Ofsted, Estyn, CSSIW, CQC etc as appropriate.
- 3 Understanding of all funding bodies, structure including decision makers, current political agenda etc.
- 4 Safeguarding and legislative procedures when working with children and vulnerable adults.
- 5 Management and Knowledge of financial systems, processes, and budget preparation.
- 6 Knowledge of recognised positive approaches to working with challenging behaviours associated with learning disabilities.
- 7 Knowledge of anti-discrimination and equal opportunities legislation as it applies to staff, students and others.
- 8 Knowledge of good practice and legislation in recruitment and selection of staff.
- 9 Knowledge of child and adult protection procedures.
- 10 Knowledge of key aspects of Health & Safety legislation.
- 11 Knowledge of self-evaluation systems and methods.
- 12 Knowledge of National Care Standards for Children's Homes/ for young people/National Minimum Standards for Residential Special Schools.

Skills and Abilities

- 1 Strong leadership and management and ability to adapt style to meet needs of challenging and changing situations.
- 2 Professional credibility within field of expertise.
- 3 Effective communicator both orally and written and to any audience.
- 4 Analytical skills and financial acumen and budget management.
- 5 Ability to use sound judgement in difficult and complex scenarios.

- 6 Ability to troubleshoot and problem solve complex scenarios.
- 7 Ability to develop positive relationships at all levels in order to get best results.
- 8 Ability to motivate, delegate to, and achieve results through others.
- 9 Ability to remain calm and professional in all situations.
- 10 Ability to ensure policies and procedures are translated into practice through effective management practice.
- 11 Ability to assess the performance of teams and individual staff and respond appropriately.
- 12 Effective planning and facilitation of meetings/review meetings.
- 13 Deadline and quality focused – evidence of ability to produce accurate and legible written material, plans and reports to meet deadlines.
- 14 Physically able to be involved in physical intervention/holding when necessary.
- 15 Ability to work the hours required to fulfil the role effectively including some evenings, occasional weekends and on-call duties.
- 16 Ability to form and promote positive relationships with staff, students, parents, the local community and outside agencies.
- 17 Ability to identify own training needs, to manage own CPD effectively.
- 18 Ability to lead and drive the planning, monitoring and evaluation of all aspects of the establishment's development.
- 19 Ability to coach, mentor and deliver training to staff.
- 20 Effective time management (including changing priorities).