



Job Title:	Executive Headteacher - Spring Brook Academy
Pay Grade / Scale / Range:	Leadership Range: L23 – L27 (£72,497 - £79,958 per annum) Starting salary negotiable dependant on experience
Working hours:	Based on School Teachers Terms and Conditions (32.5 hours per week) plus such reasonable additional time as is expected of a leadership role.
Benefits & Perks:	Healthcare scheme, TOIL scheme, Occupational Pension Scheme, Occupational Sickness Scheme
Location:	You will be expected to work across all designated schools
Staff responsible to:	Trust CEO
Staff responsible for:	All school staff within the designated schools
Accountable to:	The governors of the designated schools
Probationary period:	Not applicable.

Our organisation is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and post holders to share this commitment. An enhanced DBS certificate is required for this post.

Accountabilities to be met in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document, and the National Standards for Headteachers.

To carry out their responsibilities effectively, an Executive Headteacher needs specific professional knowledge and understanding and a range of leadership, management and personnel skills and attributes, which are applied across the seven key areas of responsibility, set out in the person specification.

To continually promote the shared values of the New Bridge Multi Academy Trust.

To ensure the duties of the role are divided equally across Spring Brook Academy.

Executive Headteacher Spring Brook Academy

1. Overall Purpose of the Role

- 1.1. To provide strategic leadership which secures success and continuous improvement for Spring Brook Lower and Spring Brook Upper, ensuring high quality education for all pupils and the highest standards of learning and achievement in accordance with statutory requirements.
- 1.2. To ensure each pupil, student and young person has an assigned destination pathway.
- 1.3. Responsible to the CEO, Trustees of New Bridge Trust and Governors of Spring Brook Academy.
- 1.4. Responsible for the children and young people, teaching and support staff at Spring Brook Academy.
- 1.5. With due regard to the imminent Schools' White Paper and SEND Green Paper to ensure the strategy for supporting our mainstream school colleagues (and the wider school estate – PRUs/Aps) is developed, communicated and implemented.

2. Key Tasks

- 2.1. Create and communicate a shared vision, ethos and strategic plan for the school that inspires and motivates all stakeholders and reflects the needs of each site and the whole community
- 2.2. Develop maintain and promote high quality partnership working with key organisations including LAs, EFSA, DFE and schools' commissioner etc.
- 2.3. Further develop the schools' reputation as an outward facing, innovative and cutting-edge school.
- 2.4. Translate the vision into clear objectives that promote and sustain school improvement.
- 2.5. Initiate and build the capacity for change through creativity and innovation.
- 2.6. Develop and implement robust systems in key areas including short-, medium- and long-term strategies that provide improvement, sustainability and capacity building.
- 2.7. Empower, develop and maintain strategic leadership capacity to support succession planning and meet the needs of Spring Brook Academy.
- 2.8. Ensure each site moves forward for the benefit of all pupils and their communities.
- 2.9. Motivate and inspire stakeholders to create a strong, shared culture of learning within an inclusive environment.

3. General Tasks

3.1. Leading learning and teaching

- 3.1.1. Set high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes.
- 3.1.2. Ensure a partnership-wide focus on pupil achievement, using data and benchmarks to monitor progress in every child's learning.
- 3.1.3. Establish creative, effective approaches to learning and teaching, innovative approaches to SEND teaching and learning.
- 3.1.4. Responsive to the needs of the pupil community.
- 3.1.5. Ensure a culture that supports and facilitates pupil engagement in, and ownership of where possible, their own learning.
- 3.1.6. Implement strategies to improve the quality of teaching and learning across all sites to ensure it is consistently strong enough to continually raise standards.

3.2. Developing Self and Others

- 3.2.1. Develop a positive ethos that celebrates the achievement of all and fosters a culture of continuous improvement.
- 3.2.2. Build a collaborative learning culture and actively engage with other schools in the Trust and beyond, to build effective learning communities and partnerships.

- 3.2.3. Ensure effective planning, co-ordination, support and evaluation, ensuring clear delegation of tasks and devolution of responsibilities.
 - 3.2.4. Develop and maintain effective strategies and procedures for the induction, professional development and performance review of all staff.
 - 3.2.5. Set high expectations for all and address underperformance, challenges unacceptable practice and attitudes.
 - 3.2.6. To act as a role model for the highest professional standards and behaviours.
 - 3.2.7. Regularly self-evaluate, set personal targets and take responsibility for own personal professional development.
 - 3.2.8. Ensure both self and others achieve an appropriate work/life balance
- 3.3. Securing Accountability**
- 3.3.1. Develop effective working relationships with the governing bodies.
 - 3.3.2. Be legally and contractually accountable to the governing body, their environment and all their work, and work to meet responsibilities.
 - 3.3.3. Develop an ethos across the partnership of sites that enables everyone to work collaboratively, shares knowledge and understanding, celebrates success and accepts responsibility for outcomes.
 - 3.3.4. Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation through performance management.
 - 3.3.5. Develop and present an accurate account of Spring Brook Academy's performance through the trust ADDO process to the executive directors and governors
 - 3.3.6. Develop and present an accurate account of Spring Brook Academy' performance to a range of audiences, parents and carers, and Ofsted
- 3.4. Strengthening Community**
- 3.4.1. Embed positive and purposeful relationships across and beyond Spring Brook Academy that benefit children, families and local communities.
 - 3.4.2. Co-operate and work with relevant agencies and partners to ensure the well - being of children and young people.
 - 3.4.3. Ensure learning experiences for pupils/students are linked and integrated with the wider community, local, national and global.
 - 3.4.4. Build the culture and curriculum that takes account of the richness and diversity of the schools' communities.
 - 3.4.5. Network and quickly develop effective relationships in order to secure a range of resources and opportunities for the schools.
 - 3.4.6. Create and promote positive strategies for challenging all forms of prejudice and harassment.
 - 3.4.7. Promote the concept of lifelong learning and family engagement with learning though partnership.
- 3.5. Safeguarding and Promoting the Welfare of Children**
- 3.5.1. Ensure a safe and supportive culture.
 - 3.5.2. Ensure the welfare of children is safeguarded and promoted in line with current best practice and LA advice.
 - 3.5.3. Identify key features of staff recruitment that help deter or prevent the appointment of unsuitable people.
 - 3.5.4. Develop and introduce policies and practices that minimise opportunities for abuse or ensure its prompt reporting.

4 Standard Duties

- 4.1 To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all

- 4.2 To uphold and promote the values and the ethos of the schools.
- 4.3 To implement and uphold the policies, procedures and codes of practice of the schools, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
- 4.4 To take a pro-active approach to health and safety, working with others in the schools to minimise and mitigate potential hazards and risks, and actively contribute to the security of the schools, e.g. challenging a stranger on the premises.
- 4.5 To participate and engage with workplace learning and development opportunities, subject to the schools' training plan, working to continually improve own performance and that of the schools.
- 4.6 To attend and participate in relevant meetings as appropriate.
- 4.7 To work across the New Bridge Trust if required
- 4.8 To undertake any other additional duties commensurate with the grade of the post.

Contacts: Pupils, staff parents, carers and guardians, and visitors to the school			
Relationship to our posts:			
Responsible to:		CEO	
Responsible for:		All staff within Spring Brook Academy	
Special conditions: DBS required – Enhanced			
	DATE	NAME	POST TITLE
PREPARED	February 2022	Simon Smith	Executive Director - HR

Person Specification

PLEASE NOTE: The emboldened criteria below will be used to shortlist. Only those applicants who demonstrate that they meet those criteria to the satisfaction of the Selection Panel will be invited to interview. Conclusive evidence should therefore be provided against each criterion.

Any candidate with a disability who meets the essential criteria will be guaranteed an interview.

	Selection Criteria	How Assessed
Education, Qualifications and Experience	<p>Qualified Teacher Status</p> <p>Evidence of regular and appropriate professional development</p> <p>Evidence of recent management development</p> <p>Demonstrable and recent impact as a senior leader in a setting for children and young people with SEMH needs</p>	Application form/ Interview/ Assessment Process/ References
<p>Within an SEMH setting</p> <p>Experience and knowledge of:</p>	<p><u>Shaping the future</u> Local, national and global trends in education in particular to SEMH developments and Research</p> <p>Ways to build, communicate and implement a shared vision</p> <p>Strategic planning processes including financial planning, budgetary management and principles of best value</p> <p>Communication strategies both within and beyond a school</p> <p>New technologies, their use and impact</p> <p>Leading change, creativity and innovation and its impact on organisations and individuals</p> <p>Transforming schools and networks into personalised and professional learning communities</p> <p>Develop a culture that encourages participation, builds stakeholder esteem, recognises successes and celebrate existing good practice.</p> <p><u>Leading teaching and learning</u> Strategies to raise achievement and achieve excellence</p> <p>Strategies to develop a personalised learning culture</p> <p>Strategies to ensure inclusion, diversity and access</p> <p>Strategies to develop effective staff</p> <p>Models of learning and teaching</p> <p>Principles of effective teaching and assessment for learning</p> <p>Models of behaviour and attendance management</p> <p>Curriculum design and management</p> <p>Data collection and analysis tools</p>	Application form/ Interview/ Assessment Process/ References

	<p>Performance monitoring and evaluation techniques</p> <p>Principles and models of self-evaluation including school self - evaluation</p> <p>Time-management between partner schools to ensure effective management presence at all schools</p> <p>Rapid understanding the ethos and mechanics of all schools, diagnose their requirements and establish personal credibility with stakeholders</p> <p>Understanding of concept of distributed leadership and its role in effective management</p> <p><u>Developing self and others</u></p> <p>Strategies to promote self and team development</p> <p>Models of continuing professional development</p> <p>Building and sustaining a learning community</p> <p>Challenge underperformance and increase expectations</p> <p>Coaching and mentoring skills</p> <p><u>Managing the organisation</u></p> <p>Devise implement and manage rapid change initiatives</p> <p>Secure affiliation with colleagues</p> <p>Flexible/Differentiated approach to targeting improvement measures at staff</p> <p>Manage challenge and dissent if required</p> <p>Manage the challenge of balancing schools' short term and long -term objectives</p> <p>Models of organisations and principles of organisational development</p> <p>Principles and strategies of school improvement</p> <p>Project Management</p> <p>Policy creation, through consultation and review</p> <p>Personnel, governance, security and access issues relating to the diverse use of school facilities</p> <p>Legal issues relating to managing a school including Equal Opportunities, Race Relations, Disability, Human Rights and Employment Legislation</p> <p><u>Securing accountability</u></p> <p>Principles and practice of quality assurance systems, including school review, self- evaluation and performance management</p>	
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	<p>Statutory educational frameworks, including governance</p> <p>Public service policy and accountability frameworks, including self- evaluation and multi-agency working</p> <p>Use of a range of tools (including performance data) to support, monitor, evaluate and improve aspects of school life, including challenging poor performance</p> <p>Network effectively in order to secure a range of resources and opportunities for schools</p> <p><u>Strengthening community</u> Quickly develop effective relationships and gain trust of all stakeholders</p> <p>Current issues and future trends that impact on the school community</p> <p>Strategies to encourage parents and carers to support their children’s learning</p> <p>Models of school, home, community and business partnerships</p> <p>Wider curriculum beyond school and the opportunities it provides for pupils and the school community</p> <p>The work of other agencies and opportunities for collaboration</p> <p><u>Safeguarding and promoting the welfare of children</u> Awareness, understanding and successful experience of:</p> <p>Addressing KCSIE, CPOMS reporting and all safeguarding issues.</p> <p>Addressing Every Child Matters agenda and possessing up to date knowledge and understanding of national and local safeguarding guidance.</p> <p>Developing and ensuring a safe and supportive school culture.</p> <p>Developing and introducing policies and practices that minimise opportunities for abuse or ensure its prompt reporting.</p>	
<p>Work Circumstances</p>	<p>The ability to secure an effective work/life balance but with an expectation that aspects of this role will involve occasional working in the evening and at weekends</p> <p>To work across the Spring Brook sites in equal measure</p>	<p>Application form/ Interview/ Assessment Process/ References</p>