



AVENUE CENTRE FOR EDUCATION JOB DESCRIPTION FOR HEADTEACHER

The School Teachers' Pay and Conditions of Service Document sets out details of the role and responsibilities of the Headteacher.

JOB TITLE:	Headteacher
GRADE:	Leadership Group ISR L 25 – L31
JOB PURPOSE:	<p>To provide professional leadership and management of the Pupil Referral Unit (PRU), its pupils, its staff and its premises, which will promote a secure foundation from which to achieve high standards in all areas of the PRU's work.</p> <p>To lead, manage, commission and oversee the planning, implementation, operation and evaluation of a defined group of services in accordance with the PRU and the local authority strategic plans and relevant legislation.</p>

RESPONSIBLE TO: The Management Committee

MAIN DUTIES AND RESPONSIBILITIES:

1. Work with the Management Committee and other key stakeholders to ensure the Pupil Referral Unit's vision and values are clearly articulated, shared, understood and acted upon effectively by all. Lead by example, demonstrating the vision in everyday work and practice, providing the inspiration and motivation to create a shared culture and positive climate.
2. To provide visionary leadership for the planning and delivery of high quality integrated services. Engage strategically with the planning and delivery of behaviour support & alternative provision services across the Borough taking into consideration vulnerable groups, social inclusion and poverty related issues.
3. Promote excellence, equality and high expectations of all pupils, and the wider educational community, ensuring a consistent and continuous PRU wide focus on pupils' well-being, achievement, and attainment with learning at the centre of strategic planning and resource management.
4. Take a strategic role in the development of traded services and provisions to extend and enhance the learning experience of pupils and the wider PRU community, actively engaging with other schools & services to build effective learning communities.
5. Manage the PRU's resources effectively and efficiently to achieve the PRU's education goals and priorities, monitoring, evaluating and reviewing on an ongoing basis.
6. To strategically plan and manage the operating of the PRU's financial accounts to ensure the PRU remains financially viable.
7. Implement a framework of effective evaluation, assessment and performance management which engages the whole PRU community in improvement and measurement of improvement. To be responsible for setting appropriate priorities for expenditure within a balanced budget, allocating funds and ensuring effective financial and administrative control.

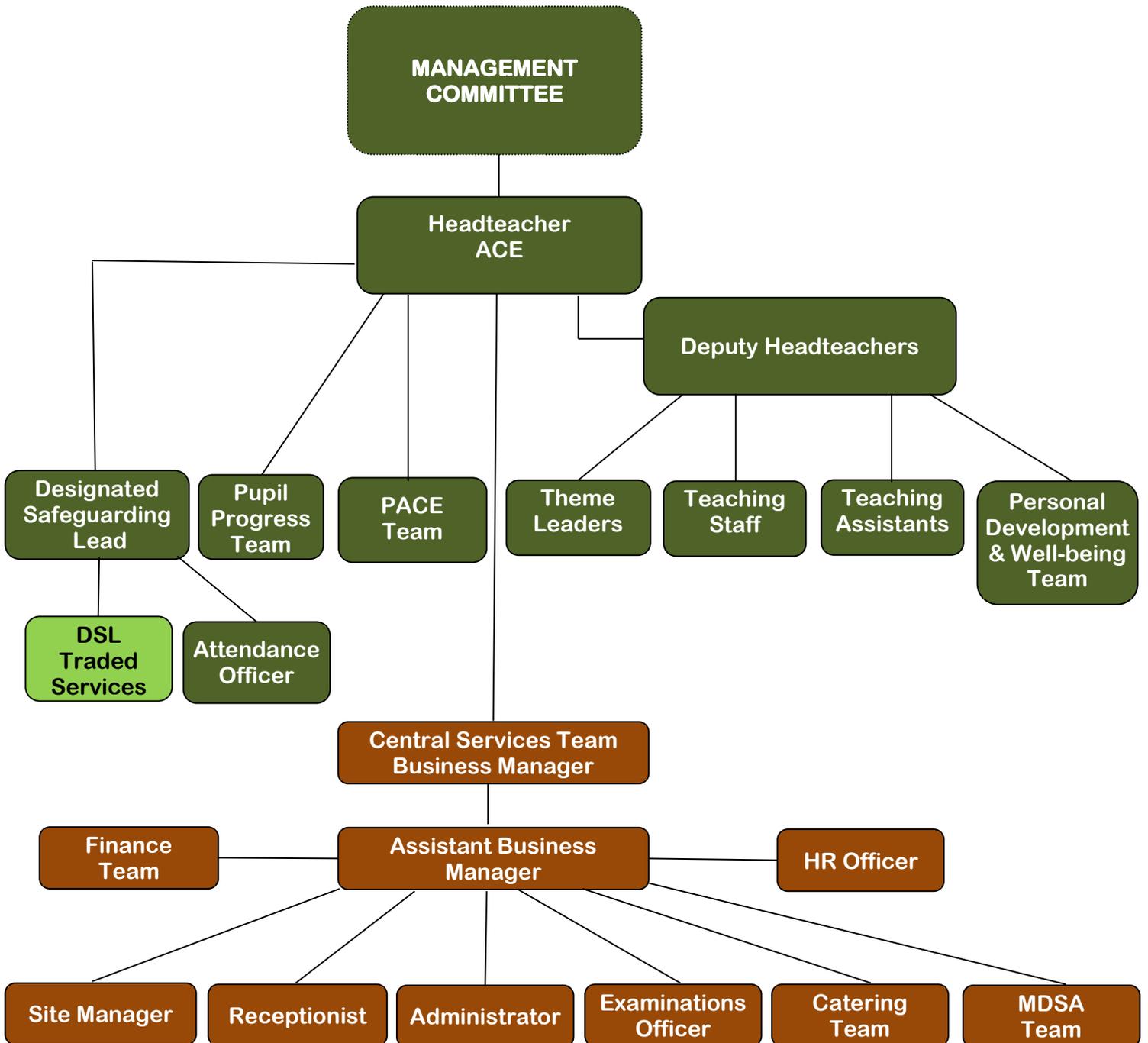
8. Develop, monitor and maintain a safeguarding culture in line with statutory guidance. Ensure the PRU complies with all aspects of Safer Recruitment, making appropriate checks and keeping appropriate records including the single central record.
9. Ensure the PRU embraces the modernisation of an integrated Children's Service, demonstrated within the PRU's workforce on an ongoing basis, developing roles and people to ensure the most effective deployment and development of all workers, effective performance management and pay strategies which reflect skills and contribution, whilst adhering to equal pay legislation.
10. Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities. Manage own workload and that of others to allow an appropriate work-life balance and promote a positive staff well-being environment.
11. Manage and organise the PRU's environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
12. Build a PRU culture and curriculum that takes account of the richness and diversity of the PRU's communities to ensure the highest quality of teaching and learning. Exercise responsibility for ensuring fair and equal treatment of all stakeholders.
13. Consult and involve staff in decision-making as appropriate in order to encourage a sense of ownership and involvement in the PRU.
14. Take a strategic role in the development of new and emerging technologies to extend and enhance the learning experience of pupils and the wider PRU community, actively engaging with other educational establishments to build effective learning communities.
15. Regularly review own practice, set personal targets and take responsibility for your own professional development. Exercise responsibility for ensuring that all new employees receive an induction programme and are properly inducted in the PRU's policies and procedures, specifically those relating to child protection and safeguarding children.
16. Fulfil all commitments arising from the contractual accountability to the Management Committee, including the development and presentation of a coherent, understandable and accurate account of the PRU's performance to and on behalf of Members.
17. Ensure that the PRU is prepared for inspection and that all relevant paperwork/evidence is available and up to date. Take responsibility for the self-evaluation of the PRU, ensuring that action is taken to tackle identified weaknesses including those identified in any previous inspections. Identify gaps in provision and provide effective leadership to ensure that staff are committed to bringing about sustained improvements.

DIMENSIONS

Supervisory Management: All staff employed and contracted to work across the Pupil Referral Unit and associated services.

Resources: Currently £2.7 million budget.

ORGANISATION CHART



EQUALITY DUTY ACT (2010)

We will consider any reasonable adjustments under the terms of the Equality Duty Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

SAFEGUARDING

ACE is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (previously CRB).

The Job-holder will ensure that Luton Borough Council's and PRU's policies are reflected in all aspects of their work, in particular those relating to;

- (i) Safeguarding and Child Protection
- (ii) Equal Opportunities
- (iii) Health and Safety
- (iv) Data Protection Act (2018)

DISCLOSURE & BARRING SERVICE (DBS) AND DISCLOSURE OF CONVICTIONS

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

It is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore candidates invited to interview will be required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020).

The information you provide will be treated as strictly confidential and will be considered only in relation to the job for which you are shortlisted.

Questions may be asked of anyone who has ever had a criminal history during the recruitment process.

For posts working with children, young people or vulnerable adults, a Disclosure & Barring Service (DBS) check is requested. This check will be cross referenced against the Adults and Children's Barred Lists.

These lists contain details of people deemed unsuitable to work with children or vulnerable adults. All jobs requiring these checks will be identified on the job description.

Offers of employment will be subject to the receipt of satisfactory checks which will include a check with the Disclosure & Barring Service (DBS). Note, it is an offence to apply, offer or accept any work with children (paid or unpaid) if disqualified from working with children.

The information provided will be confidential and not passed onto unauthorised persons or organisations. However, we are under a duty to protect public funds, and to this end may use the information you have provided for the prevention and detection of fraud. We may also share this information with other bodies responsible for auditing or administering public funds for these purposes.

PERSON SPECIFICATION FOR HEADTEACHER

Attributes	Essential	How Measured	Desirable	How Measured
Qualifications	Qualified Teacher Status or Post Graduate Certificate of Education.	1, 4	Degree NPQH	4 4
	Evidence of relevant continuing professional development.	1, 2	Evidence of relevant continuing development in an accredited area of training or leading to a further professional qualification.	1, 2, 4
Experience	Management position and responsibilities within a secondary phase context, with proven experience of the creation of effective teams.	1, 2	Experience of teaching in a multicultural environment.	1, 2
	Teaching across age range or phase of school and an exemplar-teaching practitioner and role model.	1, 2	Experience of teaching pupils for whom English is not their first language.	1, 2
	Experience of working at a leadership level.	1, 2	Experience of working with children with special educational needs.	1, 2
	Experience of working in partnership with other schools and educational establishments.	1, 2		
Knowledge/Skills/ Ability	Demonstrable ability to improve the quality of teaching and learning including by the effective use of new technologies.	1, 2		
	Understanding of principles, and demonstrable ability to lead and manage school improvement strategies.	1, 2, 3		
	Demonstrable ability to access, analyse and interpret pupil performance data to monitor progress and identify areas for Improvement.	1, 2, 3		

Attributes	Essential	How Measured	Desirable	How Measured
	<p>Demonstrable ability to motivate, develop and inspire staff and to manage change to support whole school improvement, including by the effective use of performance management</p> <p>Ability to articulate a clear vision for the school, develop coherent strategies to support this vision, create consensus and lead implementation of plans and monitor, evaluate and review their effects.</p> <p>Ability to communicate effectively with pupils, parents, governors and other stakeholders.</p> <p>Ability to embrace and develop inclusion and diversity.</p> <p>Ability to manage and make effective use of resources, including financial resources.</p> <p>Ability to assimilate and analyse information and make effective judgements including when under pressure.</p> <p>Ability to lead the school team with emotional intelligence, passion, a can-do attitude and provide appropriate leadership.</p>	<p>1, 2</p> <p>1, 2, 3</p> <p>1, 2, 3</p> <p>1, 2</p> <p>1,2</p> <p>1, 2, 3</p> <p>1, 2</p>		
Competencies	<p>Ability to keep pupils and staff safe. This includes demonstrating the following:</p> <ul style="list-style-type: none"> • Appropriate motivation to work with children. • Ability to form appropriate relationships with children. • Emotional resilience in working with challenging behaviours. 	<p>1, 2</p> <p>1, 2</p> <p>1, 2, 3</p> <p>1, 2</p>		

Attributes	Essential	How Measured	Desirable	How Measured
	<ul style="list-style-type: none"> Appropriate attitudes to use of authority and maintaining discipline. 	1, 2, 3		
School-Specific	<p>Commitment to the removal of barriers to learning that are presented by disadvantage and deprivation.</p> <p>Demonstrate the communications skills required to build positive and respectful relationships with young people who have developed challenging attitudes to school and self.</p> <p>Experience of working with vulnerable children and families.</p> <p>Experience in engaging parents in the support of their children's learning</p> <p>A commitment to engaging parents/carers and other stakeholders in order to ensure that the school is seen as being at the heart of our community.</p>	<p>1, 2</p> <p>1, 2, 3</p> <p>1, 2</p> <p>1, 2</p> <p>1, 2</p>	Experience of and ability to manage extended day activities.	1, 2

(1 = Application Form 2 = Interview 3 = Test / Practical Exercise 4 = Proof of Qualification)

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.