



## **Doncaster School for the Deaf - Headteacher**

### **Job Description**

#### **Main Responsibility – Headteacher**

- The Headteacher will lead the planning and delivery of the school's strategic objectives within the Doncaster Deaf Trust overall Strategic Plan.
- The Headteacher will add value to the unique high quality, specialist BSL practices that have been developed and maintained through the curriculum offer and continued recognition as a specialist provider of choice for Deaf pupils.
- The Headteacher will work with the CEO, Trust senior executive team, Governors and the School Senior Leadership Team to inspire and empower others at the school to deliver on the vision, mission, values and ethos.
- The Headteacher will be accountable to the CEO and the Board of Governors.
- The Headteacher will be responsible for the quality of SEND & Deaf education, training and care. This includes the development and delivery of the specialist curriculum, leadership and management of the provisions, effective operational performance of finances and resources, risk management and effective communication and networking with the school stakeholders.
- The Headteacher will lead and manage the school on a day to day basis ensuring high quality education for all pupils with the highest standards of teaching, learning and care in accordance with statutory requirements and regulatory standards.
- The Headteacher will be responsible for quality and curriculum of SEND & Deaf education, ensuring the pupils reach their potential, improve and achieve their learning outcomes and ensure and performance is based on rigorous self-evaluation.
- The Headteacher will ensure the safety and well-being of the School Community ensuring a risk management approach to all activities and learning environments.
- The Headteacher will have a strategic responsibility for Deaf education across the organisation to ensure a collaborative approach is facilitated across all of the services in developing and improving provision to Deaf children, young people and adults

#### **Strategy & Leadership and Management**

##### **The Headteacher will:**

- Be visible, open and accessible to school staff, pupils and stakeholders ensuring strong internal and external communications. Be an excellent role model operating within a framework of values and ethics, promoting respect, fairness and equality.
- Demonstrate positive personal behaviour, relationships and attitudes towards pupils, staff, parents/carers, Governors, Trustees, key stakeholders, partners and the wider community.
- Work with the CEO and the School Senior Leadership Team to develop the strategic, development and business objectives and to develop, implement and monitor plans to ensure the strategic and operational objectives and priorities are met in a timely way.
- As a member of the Trust Senior Leadership Group work collaboratively with other members to contribute towards the Trust achieving its strategic aims and objectives.



- Take the lead on Deaf education in the Senior Leadership Group to oversee the strategic development of Deaf education across all of the services and work collaboratively with staff throughout the Trust.
- Develop external partnerships with other providers and Local Authorities to support the strategic plan, growth strategy and leadership on Deaf education in the region
- Ensure the school quality procedures, and systems are operated effectively by leading and maintaining a quality cycle of annual self-evaluation and development. Setting high standards and continuous improvement in all areas in line with the regulatory standards (Ofsted, Safeguarding, Health & Safety, Equality and Diversity etc).
- Lead the school Senior Leadership Team and be accountable for the operational management of the school and its services effectively and efficiently.
- Provide support and challenge to the School Senior Leadership Team in securing ongoing improvements to maximise the outcomes of all pupils and have an unrelenting focus on the continuous development of the quality of education.
- Improve practice through operating and monitoring continuous professional development for all staff groups and employees. Ensure mandatory Deaf specialist and pedagogy are a priority.
- Work effectively with the Director for Human Resources, following the Trust policies and procedures for the recruitment, support and management of the school staff team and ensuring an effective staffing structure is in place.
- Maintain and update own professional knowledge and understanding of Government policy and funding, regional and national trends and SEND legislation to ensure effective recruitment of pupils.
- Ensure that School policies and procedures are appropriate and implemented across the school.

#### **Planning:**

- Work with the CEO, Governors and other key stakeholders to set the direction of the school and ensure that plans align with the Strategic Plan. Ensure that there is a clear vision and mission that is linked to a strategic plan for the school based on an understanding of Government policy and the local, regional and national needs.
- Plan for the admission of pupils and staff recruitment in line with budget targets and associated KPIs.
- Work with the Executive Team to develop and implement a growth plan to increase the number of pupils attending school in the next 3-5 years.
- Develop internal partnerships with the other services to facilitate transition through the services including Nursery and College
- Identify opportunities to promote the school to facilitate future growth.
- Lead on the whole school self-evaluation process to ensure evidence-based annual improvement including overarching objectives and KPIs.
- Ensure that there is an annual training plan that promotes effective and targeted CPD that maintains and improves standards and performance.
- Work effectively with external stakeholders and partners to ensure good relationships including parents/carers, Local Authority Officers, Health Authorities, community partners and other related educational organisations.



### **Culture and ethos:**

- Create and maintain a positive school culture for pupils and staff, where well-being is valued and supported.
- Create and maintain a school culture where everyone is treated fairly, equally with dignity and respect.
- Sustain a culture whereby pupils feel safe and can build relationships with adults and peers based on trust and mutual respect.
- Sustain a safeguarding culture within the School and ensure that staff understand their role and responsibilities in relation to safeguarding
- Create and maintain a school culture for pupils which places an emphasis on:
  - Access to learning, communication and wellbeing.
  - Preparation for adulthood.
  - Personalisation of learning within a clearly structured curriculum that offers a positive and enriching school life.
  - Consistent, fair and respectful approaches to managing behaviour.
- Create and maintain a school culture for staff which places emphasis on:
  - Sense of belonging, community and shared moral and strategic purpose.
  - Positive and creative problem-solving
  - Collaboration and teamwork in school and across the Trust
  - Continuing professional development is linked to BSL/Deaf education, where talents are developed, excellence is pursued, and aspiring leaders are encouraged and coached.
  - Equal opportunities for all.

### **Quality of Education:**

- Ensure the school quality policy, systems and procedures are operated effectively by leading and maintaining a quality cycle of annual self-evaluation and the production of a development plan. Maintain and develop high standards and continuous improvement in all areas in line with the regulatory standards (Ofsted, Safeguarding, Health & Safety, Equality and Diversity etc).
- Lead a robust and effective performance management structure for the school.
- Lead the intent, implementation and impact of the school curriculum ensuring that it will equip pupils with the skills, knowledge and behaviours needed to acquire and fulfil their aspirations for transition into adulthood.
- Ensure effective use is made of formative and summative assessment to ensure progress and achievement.
- Provide leadership for establishing excellence in the provision of teaching, learning and care
- Maintain and develop high quality expert teaching across all subjects and phases built on an evidence-informed understanding of effective teaching and how deaf pupils learn.
- Provide effective academic leadership and appropriate management structures to ensure a strong learning culture, a drive for excellence in the quality of teaching, planning, delivery and multi-disciplinary support. Ensure that the school adopts the most effective teaching



and training methods and practices (to include the innovative use of technology) to meet the pupils needs and ensure their outcomes.

- Ensure the School is responsive to its pupils, families and partners.
- Ensure that pupil involvement in school is effective and results in demonstrable improvements.
- Maintain effective use of the school facilities, resources and specialist environments in the delivery of the curriculum.

#### **Finance & Resources:**

- Work with the CEO to secure the long term financial integrity of the school. Work with the Director of Finance to effectively manage the school budget and resources, working within the policies and financial procedures.
- The Headteacher is responsible to the CEO for the overall management of all school staff and resources and for the delivery of agreed plans, objectives and KPIs.
- Work with the Director of Finance to ensure that the school operates within the annual budget, has adequate control systems and that public funds are managed in line with ESFA policy and guidance.
- Ensure that the school is organised and managed to provide safe, efficient and effective learning environments which contribute to excellence and in conjunction with the Director of Quality ensure effective management of support services including liaising with maintenance, catering, cleaning, IT and admin.
- Maintain a clear and effective staffing structure to deliver high quality curriculum, teaching & learning, support and care that results in excellent outcomes.
- Ensure staff are deployed and managed effectively with due attention paid to workload.

#### **Governance and Accountability**

- Report to the CEO and be accountable for the overall performance of the school across a set of individual objectives and KPIs
- Work with the CEO to provide accurate, timely and detailed reporting to the School Board of Governors.
- Ensure that the school fulfils its legal statutory and regulatory requirements for government (DofE), funding organisations (ESFA & LAs) and regulatory bodies (Ofsted).
- Understand and welcome the role of effective governance, upholding their obligation to be accountable and accept responsibility.

#### **Risk Management/ Compliance:**

- Ensure the health and well-being and safety of pupils, staff, visitors and stakeholders.
- Safeguard all pupils at school to oversee and monitor the Safeguarding Policy and the Designated Safeguarding Lead to ensure that policy, practice, procedures and a safeguarding culture is implemented effectively.
- Ensure that there is an effective behaviour strategy for the school that fully complies with legislation and guidance.
- Ensure that the school complies with the Equality Act 2010 and promotes equality & diversity through its work



- Operate the school whilst assessing and managing risks and ensure that the CEO is fully informed and advised

### Policy Framework & Legislative Requirements

- The Headteacher shall carry out their professional duties in accordance with and subject to:
  - The School Teachers' Pay & Conditions Document
  - The Headteacher Standards
  - The Nolan Principles
  - The Provisions of the Education Acts and any relevant orders and regulations
  - Any rules, regulations or policies laid down by the Local Governing Body and or Trustees under their powers.
  - Any rules, regulations or policies laid down by Doncaster Deaf Trust and within the terms of their employment.

### Person Specification

Key Criteria	Essential	Desirable
Professional Qualifications	<ul style="list-style-type: none"><li>• Degree and recognised professional qualifications relevant to the role</li></ul>	<ul style="list-style-type: none"><li>• Leadership &amp; Management Qualification i.e NPQH</li></ul>
	<ul style="list-style-type: none"><li>• PGCE or qualified teacher status</li></ul>	<ul style="list-style-type: none"><li>• Relevant Master's degree</li></ul>
	<ul style="list-style-type: none"><li>• A record of recent and relevant continuing professional development to include safeguarding.</li></ul>	<ul style="list-style-type: none"><li>• Safeguarding qualification.</li></ul>
Skills, Abilities, competencies	<ul style="list-style-type: none"><li>• Experience of a senior leadership role in a SEND school</li></ul>	<ul style="list-style-type: none"><li>• Experience of working in a school or provision for the deaf</li></ul>
	<ul style="list-style-type: none"><li>• Undertake TOD training (begin within one year)</li></ul>	<ul style="list-style-type: none"><li>• Qualified TOD</li></ul>
	<ul style="list-style-type: none"><li>• Successful record of promoting high quality teaching, learning and care in a SEND context</li></ul>	<ul style="list-style-type: none"><li>• Experience of teaching in a Deaf school</li></ul>
	<ul style="list-style-type: none"><li>• Proven track record of leading school improvement and raising standards</li></ul>	<ul style="list-style-type: none"><li>• Experience of leading improvement in a Deaf school</li></ul>
	<ul style="list-style-type: none"><li>• Comprehensive knowledge and experience of the Ofsted Inspection framework, criteria and processes and experience of Inspection</li></ul>	<ul style="list-style-type: none"><li>• Experienced in leading a SEND inspection</li></ul>
	<ul style="list-style-type: none"><li>• Extensive Senior Leadership experience in a complex SEND learning environment</li></ul>	<ul style="list-style-type: none"><li>• Knowledge and experience leading and managing Deaf</li></ul>



	<ul style="list-style-type: none"> <li>Show proven ability in curriculum development.</li> </ul>	<ul style="list-style-type: none"> <li>provision including BSL.</li> </ul>
	<ul style="list-style-type: none"> <li>Experience of working with LA officers regarding funding</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with LA Commissioners and ESFA.</li> </ul>
	<ul style="list-style-type: none"> <li>Management of change in an educational setting.</li> </ul>	<ul style="list-style-type: none"> <li>Leading change in a SEND Educational Provision.</li> </ul>
	<ul style="list-style-type: none"> <li>Sound understanding of SEND funding, costing and budgetary management.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of SEND Finance and budget management.</li> </ul>
	<ul style="list-style-type: none"> <li>Ability to monitor and operate high level planning.</li> </ul>	<ul style="list-style-type: none"> <li>Track record of developing initiatives, strategic and business plans.</li> </ul>
	<ul style="list-style-type: none"> <li>Understanding of Appraisal and performance management procedures for Teachers</li> </ul>	
	<ul style="list-style-type: none"> <li>Understanding of the effective use of assessment, recording, tracking and target setting</li> </ul>	<ul style="list-style-type: none"> <li>Experience of data systems for assessment</li> </ul>
	<ul style="list-style-type: none"> <li>Understanding of the EHCP process including chairing Annual review meetings</li> </ul>	
	<ul style="list-style-type: none"> <li>Up to date knowledge and understanding of relevant policies, legislation and SEND code of practice</li> </ul>	
	<ul style="list-style-type: none"> <li>Comprehensive knowledge and experience of the operation of QA systems relating to SEND education</li> </ul>	
	<ul style="list-style-type: none"> <li>Experience and knowledgeable in the Quality of Education for SEND Learners at a senior leadership level.</li> <li>Ability to monitor the quality of the curriculum and report on standards achieved.</li> <li>Show a high expectation in all aspects of curriculum delivery.</li> <li>Demonstrate understanding and experience of all aspects of the effective management of learners.</li> </ul>	<ul style="list-style-type: none"> <li>Background and knowledge of management of therapist and educational specialist staff.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate understanding of the reporting relationship between the Headteacher, CEO and Trustees.</li> </ul>	
	<ul style="list-style-type: none"> <li>Demonstrate the ability to build and maintain effective partnerships working with external agencies including local authorities.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with local business.</li> <li>Experience of partnership working with either/or health,</li> </ul>



		social services, and the voluntary sector.
Behavioural competencies	<ul style="list-style-type: none"><li>• Ability to create, sustain and develop team working.</li><li>• Commitment, enthusiasm and a drive to achieve.</li><li>• Demonstrate the ability to lead and to manage change, showing empathy to the various stakeholders.</li><li>• Ability to work under pressure.</li><li>• Ability to delegate effectively.</li><li>• Demonstrate a flexible attitude in an innovative approach to managing complex issues.</li></ul>	
Personal qualities	<ul style="list-style-type: none"><li>• Excellent relationship management.</li><li>• Ability to articulate vision to a variety of audiences.</li><li>• Emotionally intelligent and perceptive.</li><li>• Reliable and trustworthy.</li><li>• Demonstrates energy, dynamism and resilience.</li><li>• Proactive and positive approach to problem solving.</li><li>• Calm under pressure and self-motivated.</li><li>• Competent and confident communicator, able to inspire and lead others.</li></ul>	