



Thomas Ashton School

Job Description & Person Specification

Headteacher

Job Description	
Job Title:	Headteacher
Pay Grade / Scale / Range:	L23 – L27
Working hours:	Hours in accordance with School Teachers' pay and conditions document
Location:	Based at Thomas Ashton School, Bennett Street, Hyde but expected to work at any site of the school
Staff responsible to:	Chair of Governors
Staff responsible for:	Staff within Thomas Ashton school
Applicable Contract Terms and Duties	The job description reflects the current National Standards for Headteachers and the appointment is subject to the conditions of employment of Headteachers, contained in the current STPC document.
Probationary period:	Not applicable

Core Purpose of the Post

- To provide inspirational and professional leadership to staff which secures an outstanding education for students at Thomas Ashton School
- To ensure that there is a high-quality curriculum and quality first teaching is always provided within the context of a nurturing and therapeutic environment where a holistic approach is taken to ensure the progress, attainment and development of every individual child
- To work in partnership as a lead member or attendee at local governing body meetings and with other stakeholders to fulfil the aims of the school

Key Tasks

Teaching and learning

- Have a proven track record of outstanding teaching which clearly reflects current thinking of young people with SEMH needs
- Ensure a consistent and continuous focus on pupil achievement, using data and benchmarks to monitor progress
- Ensure that personalised learning is at the centre of strategic planning and resource management
- Ensure a culture and ethos of challenge and support, where all our young people can achieve success and become engaged in their own learning
- Demonstrate and articulate high expectations and set challenging targets
- Implement strategies which secure high standards of behaviour and attendance
- Shape, organise and implement an appropriate curriculum that meets the needs of the young people and prepares them for their next steps.
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Challenge under-performance at all levels and ensure effective follow-up

Shaping the future

- Work with named key colleagues to ensure the highest priority is given to safeguarding and promoting the welfare of our young people and staff in the school
- Ensure that the resources of the school are fully exploited to best raise the standards for our young people
- Work with the school community to translate the school's vision into agreed operational plans which will promote and sustain school improvement
- Line manage school staff on a day-to-day basis
- With agreed support, be responsible for the performance management and development of teachers and other staff in the school
- Ensure the school's vision is clearly articulated, shared, understood and implemented
- Demonstrate the vision and the values in everyday work practice
- Motivate and work with others to create a shared culture and positive atmosphere
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence
- Ensure that strategic planning is led by the aspirations and values of the school and is based upon rigorous school self-evaluation
- Research and keep abreast of current initiatives and analyse appropriate implementation when it is for the benefit for the young people within the school

Communication and relationships

- Build a collaborative learning culture within the school and actively engage with other schools, particularly within a partnership, to build an effective learning community
- Implement the agreed policies for staff induction, professional development and performance review
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture
- Develop and maintain a culture of high expectations for self and others, and take appropriate action when performance is unsatisfactory
- Review own practice regularly, setting personal targets and taking responsibility for own personal development

Managing the school

- Produce clear, evidence-based improvement plans for the development of the school and its facilities
- In partnership with the Governors, recruit, retain and deploy staff in line with safeguarding procedures
- Appropriately manage the workload of staff to achieve the vision of the school
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Ensure that the range, quality and use of available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money

Strengthening the community

- Acting as deputy designated safeguarding lead; responsible for safeguarding and child protection (including online safety).
- Build a culture and curriculum which takes into account the richness and diversity of the local community
- Ensure learning experiences for our young people are linked into and integrated with the wider community
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of our young people and their families in partnership with key colleagues
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development particularly attendance
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnerships with other schools and promoting innovative initiatives
- Co-operate and work with relevant agencies to protect and safeguard the welfare of our young people

Securing accountability

- Develop an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation
- Work with the local governing body to enable it to meet its responsibilities
- Develop and present a coherent, understandable and accurate account of the performance of the school with particular reference to the experience of our young people to a range of audiences, governors, parents and carers
- Reflect on personal contribution to school achievements and take account of feedback from others

Generic Duties

- Comply with policies and procedures relating to child protection, health & safety, confidentiality and data protection, reporting all concerns to an appropriate person
- Contribute to the overall work and ethos of the organisation
- Attend and participate in meetings as required
- Improve own practice through training, observation, evaluation and discussion with colleagues
- Recognise own strengths and areas of expertise and use them to support others
- To understand the importance of inclusion, equality and diversity, both when working with students and with colleagues, and to promote equal opportunities for all
- To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises
- To participate and engage with workplace learning and development opportunities, subject to the school's training plan, working to continually improve own performance and that of the team/school.
- To undertake any other additional duties commensurate with the grade of the post.

Special Conditions:

An enhanced Disclosure and Barring Service (DBS) check is required for this post

REVIEWED - September 2024

PERSON SPECIFICATION

PLEASE NOTE: Governors will use the criteria below **(those emboldened)** to shortlist. Only those applicants who demonstrate that they meet those criteria (to the Governors satisfaction) will be invited to interview.

	Selection Criteria Essential	Selection Criteria Desirable	How Assessed
Education & Qualifications	<p>Qualified teacher</p> <p>Educated to Degree Level</p> <p>Recent and appropriate professional development</p>	NPQH or equivalent	AF / I
Experience & Knowledge	<p>Within the context of a SEMH provision</p> <p>Be able to demonstrate experience, understanding and application of</p> <ul style="list-style-type: none"> • significant participation and quantifiable impact within a senior leadership team • strategies for raising children’s progress and achievement • all child protection and adult safeguarding procedures • strategies for promoting their spiritual, moral, social and cultural development and their good behaviour • strategies to raise standards through effective teaching and learning • different leadership styles and practices and their effects in a variety of contexts within a school • the planning, monitoring and implementation of a differentiated curriculum • the support to staff with 	<p>Substantial and varied teaching experience across one or more of the Key Stages</p> <p>Knowledge of local and national strategies for delivery of SEND education.</p>	AF / I

	<p>teaching and learning and day to day management</p> <ul style="list-style-type: none"> • the responsibilities of governors as defined by national and local regulations • equality of opportunity and inclusion • the formulation, monitoring and evaluation of the timetable • effective, oral and written presentations and correspondence, to a range of audiences 		
<p>Skills & Abilities</p>	<p>Leadership Skills: the ability to use appropriate leadership styles in different situations in order to</p> <ul style="list-style-type: none"> • create and secure commitment to a clear vision for an effective school • set high expectations and standards, and provide a role model for children and staff • prioritise, plan and organise the work of the school • devolve responsibilities, allowing staff the freedom to act within a defined framework • monitor practice to ensure that devolved responsibilities are being carried out • build, support and work as part of a team • motivate pupils and staff • work effectively in partnership with parents, governors and the wider community • deal sensitively with people and resolve conflicts • seek advice and support where necessary • meet the requirements of relevant legislation 		<p>AF/I</p>

	<p>appertaining to schools</p> <p>Decision making skills: the ability to</p> <ul style="list-style-type: none"> • make decisions based upon analysis, interpretation and understanding of relevant data and information from both within and outside school • demonstrate balanced and fair judgement <p>Communication skills: the ability to</p> <ul style="list-style-type: none"> • listen to and understand the views of others • make points clearly • consult and negotiate to achieve specific objectives • establish and manage good communication systems • chair and contribute to meetings effectively • prioritise and manage one's own time effectively • work consistently to deadlines • set and achieve challenging but realistic goals • take responsibility for one's own professional development 		
<p>Work circumstances</p>	<ul style="list-style-type: none"> • Commitment to personal development • To be punctual and have regular attendance • The post holder must be willing and able to work flexibly as may be required. • Occasional out of hours working to support school functions or evening meetings 		<p> </p>

Abbreviations: AF = Application Form; I = Interview.