

Job Title	<i>Headteacher</i>
Responsible to	<i>Regional Director</i>
Responsible for	<i>Senior Leadership Team</i>
Key Internal Contacts	<i>Other staff within the Education team</i> <i>Staff in other departments within the Service</i> <i>Staff in other Services in the Region</i> <i>Central Office Staff</i>
Key External Contacts	<i>Service User relatives, advocates and others</i> <i>Placing Authorities and Service Providers</i> <i>Regulatory Authorities, Local services – statutory, voluntary and community,</i> <i>Neighbours, External Service providers</i>

At Outcomes First Schools, we believe every student is unique, which is why we take the time to understand their strengths, interests, ambitions, individual needs and starting points. This deep understanding enables us to create personalised learning experiences, tailored support and meaningful opportunities that help each student thrive. Personalisation is at the heart of everything we do, shaping how we teach, nurture, challenge and inspire students. By adapting our approach as students grow and develop, we ensure they receive the right support at the right time, helping them achieve positive outcomes, build confidence and reach their full potential.

JOB PURPOSE

The Headteacher will provide effective leadership and management of the school that ensures the school meets its aims and objectives, and operates within the overall strategy and guidelines of the Outcomes First Schools

KEY TASK AREAS & RESPONSIBILITIES

Key Objectives

- Outstanding outcomes for Children and Young People that are a reflection of their needs, abilities and aptitudes.

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- A safe environment that protects the welfare of Children and Young People and staff in the school.
- Meeting all statutory requirements as defined by the DfE, Ofsted and other external bodies and achieving the highest inspection ratings possible.
- A motivated staff group that is fully engaged in the goal of achieving excellence in all areas of school life and who are committed to continuing personal and professional development.
- The commercial success of the school as defined by 100% occupancy, the rigorous management of costs and the development and implementation of growth plans as appropriate.
- Effective strategic and operational planning, that includes self-evaluation, school improvement and delivery.
- A shared vision, that fits within the overall Outcomes First Schools strategy, which inspires and motivates students, staff and all other members of the school community.

Outstanding C&YP Outcomes

- The ultimate goal for the school is to admit Children and Young People and assess where they are in terms of their academic and personal development. Develop and implement programmes that result in the C&YP achieving their full potential whilst at school and go on to have a fulfilling life, making a positive contribution to society.
- The Headteacher is responsible for leading on the delivery of outcomes for C&YP, the overall success of the school and line manages all the staff, including volunteers and contract staff.
- To achieve the goal of outstanding student outcomes the job holder will need to develop, apply and review a number of elements that contribute to its success. This work will be done in conjunction with the Outcomes First Schools Education and Care Quality manager and also using the School Quality Forums. The areas contributing to delivering outstanding student outcomes include:
 - A highly engaging and relevant Curriculum that meets the needs of the C&YP
 - An understanding of where the C&YP is on a range of academic and non-academic criteria and the assessment processes that enable the tracking of progress against this baseline assessment.
 - Evidence of outstanding student progress, relative to their start point, measured against national guidance, which leads to achievement of appropriate and recognised qualifications.
 - High quality teaching that delivers effective learning
 - Strategies that result in improved behaviour which in turn increases engagement in learning.
 - Therapeutic programmes which are integral to the education programme.
 - Strategies that improve attendance.
 - Provision of positive experiences which promote the student's spiritual, social, moral and cultural development.

- The Headteacher will build close working relationships with all stakeholders, including students, parents, LA staff, to work as a team whose aim is to deliver excellent outcomes for the C&YP.
- The Headteacher will develop and implement systems that regularly monitor the effectiveness of the teaching standards.

Safe Environment

- The Headteacher should ensure that the school has in place Health and Safety policies and procedures and that there are structures and systems that ensure the application of these policies and procedures. The establishment of these policies, practices and procedures is done in association with the Outcomes First Schools resources.
- The Headteacher should ensure that all elements of Safeguarding are in place at the school, all procedures and practices followed precisely and that the recording of all incidents, and follow up, is completed in full and on time.
- The elements of Safeguarding that must be in place include safer recruitment, staff induction and training, care and control policies, practices and procedures, Child Protection policy, practices and procedures in line with LCSB, e- safety, anti-bullying, educational visits and activities with appropriate designated responsibilities in place.
- To undertake responsibilities as defined by the School's Health & Safety policy and systems.
- To ensure students and staff can work and learn in an environment free from discrimination, bullying or harassment.
- To ensure that safe working and operational practices are in place including risk assessments and PHP's.
- To develop and implement DDA plan.
- To provide quality physical provision that meets the needs of the C&YP and effective delivery of a broad and balanced curriculum.

Statutory Requirements

- The job holder must be completely familiar with all the detail in all regulations, statutory instruments and standards which apply an Independent Special School.
- There must be regular auditing and review processes to ensure compliancy at all times. This will be done in association with the Quality Manager.
- To maintain an awareness of the potential changes in legislation and therefore the impact on the School and its status.
- Motivated staff group
- Central to the establishment of a highly motivated staff group is a structured rigorous recruitment and selection process which clearly sets out the quality of person and professional skills required.

- To maximise the contribution of staff to improve the quality of education provided and standards achieved.
- To create an effective working environment that establishes positive and trusting relationships are formed between staff and the C&YP.
- Develop and implement a strategic plan for CPD for the entire school workforce that supports the achievement of the school improvement objectives.
- The Head teacher is responsible for the development of excellent employee relations and managing all aspects of employment legislation.
- Implementing and sustaining effective systems for the management of staff performance, incorporating performance management and regular supervision.
- The Head teacher is an effective role model, and therefore requires the capacity and capability to mentor and operationally manage staff.

Commercial Success

- The commercial and administrative operation of the school are key to supporting the core student outcome and other school goals and will enable further investment and development in the school to take place.
- The Headteacher will take an active role in the marketing of the school to parents and local authority customers to ensure that all potential referrals are captured and evaluated by the school.
- The Headteacher must also ensure that the school has effective internal processes that move each referral through the pipeline as quickly as possible, meeting standards expected by our customers
- The Headteacher has at their disposal the central Outcomes First Schools marketing and admissions team to support this work.
- The school should have clear and rigorous cost control processes to ensure that expenditure is kept within agreed limits and is reviewed in the light of movements of student numbers outside the originally agreed planned levels

Effective Planning and Operations within a Continuous Improvement Culture

- The Head teacher, in association with central Outcomes First Schools team, should complete an annual review of the school's performance and create an improvement plan which covers all areas of school life. These plans will have clear, concise goals with timed targets, together with supporting action plans.
- The Head teacher will ensure that all stakeholders are engaged with the plan and are aligned appropriately to ensure delivery of target outcomes.
- The process of school Self Evaluation will form part of the review of the schools performance, and the cycle of improvement.

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- The Head teacher will establish clear systems of meetings, e.g. agenda and actions.
- The Head teacher will establish and review management structures, roles and responsibilities to ensure strategic and operational effectiveness.
- The Head teacher will report progress of the school in terms of achievement of outcomes and also the completion of the agreed action plans.
- Progress against these plans and key performance indicators will be reviewed with the School Group Manager each month and revisions made as appropriate.
- Appropriate communication re the progress of the school and student progress will be made to other stakeholders, including parents, LAs and Ofsted

Working as Part of the Outcomes First Schools

- To act as an ambassador for Outcomes First Schools and actively promote the organisation and its values.
- To positively support and participate in the Strategic Plan of the organisation.
- To engage in professional developments within the organisation.
- To support and mentor colleagues.
- To attend regional/national meetings and conferences.

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PERSON SPECIFICATION

Experience	Essential	Desirable
At least three successive years experience as a senior leader in special education	✓	
Experience of conducting performance management		✓
Evidence of management of the curriculum and assessment	✓	
Experience of working with children with challenging behaviours	✓	
Experience of leading INSET activities	✓	
Experience of appointing, managing and inducting staff		✓
Experience of resource management	✓	
Experience of financial management		✓
Experience of successful marketing and admissions work	✓	
Experience of managing Health & safety in schools	✓	
Experience of successful team leadership	✓	
Experience of implementing strategies to raise student achievement and improve student behaviour	✓	
Experience of school improvement planning or action planning	✓	
Experience of planning the curriculum across a range of ages and abilities		✓
Experience of monitoring and evaluating school effectiveness	✓	
Experience of working with and supporting parents	✓	
Skills		
Knowledge of Education Acts and other legislation relevant to special education	✓	
Understanding of safeguarding children requirements	✓	
Understanding of OfSTED requirements	✓	
Understanding of, and commitment to, spiritual, moral, social and cultural development	✓	
Understanding of the characteristics of an effective and inclusive school	✓	
Understanding of the SEN Code of Practice	✓	
Understanding of the National Curriculum, including assessment, recording and reporting requirements	✓	
Ability to lead and provide a clear vision	✓	
Appreciation and understanding that leadership and management of school encompasses processes contributing to student outcomes, staff motivation, keeping children safe, filling the school with students, managing costs, meeting regulatory requirements and applying growth plans as appropriate	✓	
Ability to enthuse and motivate others	✓	
Ability to manage people and resources to good effect	✓	
High level teaching skills across a range of abilities and ages	✓	

Ability to create and maintain effective team working	✓	
Clear strategic thinker and ability to solve problems	✓	
Ability to formulate and implement policy change	✓	
Ability to initiate and sustain multi-agency cooperation	✓	
Ability to forge links with parents, the local community and other schools in the area	✓	
Good communication skills including written, oral and listening	✓	
Qualifications & Training		
Qualified Teacher Status or equivalent	✓	
Higher degree qualification, postgraduate course, recognised special education qualification		✓
Willingness to extend personal and professional development	✓	
Completion of NPQH		✓
Other		
Competent in the use of ICT		✓
Flexible and approachable	✓	
Decisive	✓	
Resilient under pressure	✓	
Ability to deal sensitively with people and resolve conflict	✓	
Set high expectations for students and staff	✓	
Commitment to Continuous Improvement	✓	
Keen interest in meeting the education and care needs of children and young people with complex difficulties	✓	
Sensitivity and understanding of the needs of children and their families	✓	
A positive and energetic approach to work	✓	
Commitment to working with other agencies to support students and their progress.	✓	
A desire to fulfil each child's potential	✓	
Commitment to the development of all staff	✓	
Commitment to equality of opportunity	✓	