

Job Description



Position:	Headteacher
Department/Service:	Future Education
Job status:	Permanent
STPC:	Not Offered
Hours of work:	Full time (Mon-Fri with occasional evenings or weekends)
Location:	Norwich – with occasional travel across Norfolk
Salary range:	£50,000 – £60,000
Commencement:	Spring 2021 (some flexibility if earlier start is possible)
Interviews:	Thursday 22 nd and Friday 23 rd October 2020
Pension:	Teachers Pension Scheme

Vision statement:

Our vision is of vibrant and strong communities where everybody can live independent, safe and happy lives

Mission statement:

To engage children in learning, inspire them to achieve, and nurture them to become successful adults

Context and purpose of the job: The Headteacher will provide vision and professional leadership to the school which secures its success and improvement, ensuring high quality education for all students and improved standards of learning and achievement.

The postholder will take control of the day to day organisation and management of the school in all areas and will assume responsibility for ensuring the school makes sufficient progress to achieve a 'Good' rating at the time of its next full Ofsted inspection.

The Headteacher will formulate the aims and objectives of the school, and will take responsibility for strategic leadership, establishing policies, managing staff and resources, and monitoring progress toward the achievement of those aims and objectives.

The Headteacher will be a role model for all in our community, leading by example and modelling best practice regarding professional conduct, workload, and personal development. The role will ensure the school is a positive, safe and inclusive environment which promotes learning and development for all students.

Headteacher – personal profile: As an experienced Teacher you will be a natural leader with a social personality and the ability to quickly form relationships of trust.

You will have a strong understanding of SEND matters in specialist settings, will be emotionally aware and sensitive towards student needs. Moreover, you will have the ability to link this to practice development within a specialist setting – drawing upon your skills, knowledge and experience to secure swift improvements.

You will be confident, emotionally stable, calm under pressure and objective in your approach to strategic decision making. You will be open to change, but also able to follow protocol or procedures.

You will be a proactive problem solver with good planning skills and will be driven to achieve high standards. Finally, you will lead by example, providing staff, students and stakeholders with confidence.

Job Description



About Future Education: Future Education is an Independent Special School for boys and girls aged 13-16 that have been excluded from mainstream education and require specialist teaching, facilities, resources and adult support. The school provides a broad and balanced academic, personal and vocational education for students with Social, Emotional and Mental Health needs and/or other Special Educational Needs and Disabilities.

The school specialises in supporting students with histories of childhood trauma and exclusion from education. It utilises the 'Secure Base' model developed by the University of East Anglia, combining academic learning and therapeutic care to build emotional resilience in some of Norfolk's most vulnerable and complex children. The curriculum is designed to support students to build resilience, confidence, and important life skills whilst achieving academically so that they can become successful adults in a modern British society

The school caters for approximately 35 students – all of whom have existing Education, Health & Care plans (EHCPs).

About Future Projects: Future Education forms part of the wider charity Future Projects which has a mission to unlock the potential of communities experiencing hardship and deprivation by delivering high quality services and support which enable lasting change.

The charity was founded in 2000 by two volunteers who had become increasingly frustrated at the social exclusion, poverty, and lack of support available in their local community. They recognised that the issues people faced on their local housing estate in Norwich – one of the most deprived in the U.K. – could not be resolved by simply addressing one problem at a time in isolation. So, they set about working with the local community to understand their needs and ambitions, and developed projects in youth work, education, media, and advice and guidance.

Today, Future Projects provides high quality services in the community which promote education, health & wellbeing, skills, employment and improved life chances. These services fall under three departments as outlined below.



Job Description

Professional duties, standards and expectations: The Headteacher is expected to meet the professional duties outlined in the School Teacher's Pay and Conditions Document. The key areas of Headship are contained in the DfE National Standards for Head teachers - it is expected that the Headteacher meets these and the school Governors will use these as a framework for setting objectives, assessing performance management and providing development and support.

The Headteacher will ensure the school meets relevant legislation and regulatory requirements affecting the school's operation, including but not limited to: The SEND Code of Practice, Equality Act, Health & Safety at Work Act, The Independent School Standards, and The Education Act.

The Headteacher will also ensure the school meets statutory guidance published in relation to the school, and will - through sound planning - ensure the school has the human, financial and material resources required to operate safely and effectively

The Headteacher's highest priority will always be the safety of children and the school community.

Detailed duties and responsibilities:

Teaching and Learning

- Propose, organise and implement an appropriate curriculum for the school, having regard to the needs, experience, interests, aptitudes and stage of development of the students, the resources available to the school and duties under relevant legislation.
- Ensure that the curriculum connects the therapeutic, personal and academic work of the school to improve outcomes for students
- Lead the improvement and development of the school based on evidence and knowledge about effective practice and to promote a strong culture of continuous professional development for our staff.
- Ensuring that improvements in the curriculum are a priority for all students including those with SEN, LAC status, Gifted and Talented and EAL
- Set ambitious standards for all students, seeking to overcome disadvantage, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
- Secure and maintain good teaching for all students through an understanding of the features of successful classroom practice and curriculum design.
- Evaluate the standards of teaching and learning in the school and determine how they might be improved.
- Ensure the school meets all requirements regarding Looked After Children
- Ensure that proper standards of professional performance are established, maintained and improved.
- Ensure that the progress of students in the school is monitored and that assessment data is used proactively to guide the teachers' activities and the students' learning

Leadership and Management

- Work with the Governing Body to formulate the overall aims and objectives of the school and its policies and to implement them.
- Ensure that all aspects of school performance are monitored and evaluated in a robust, cyclical manner and maintain a record of self-evaluation and areas for improvement, and of progress made in respect of these (specifically drafting the School Improvement Plan)
- Act at all times as an ambassador for the school in a manner which upholds its values, culture and ethos, and share with school staff the strategic vision for the school
- With the involvement of the Governing Body where appropriate, decide the strategic staffing structure of the School and lead the selection, appointment and retention of the teaching and support staff.

Job Description

- Lead, motivate, support, challenge and develop staff at all levels to secure and sustain continuous improvement and staff well-being and to be committed to personal continuing professional development
- Implement robust safeguarding practices and ensure effective links with external agencies related to students' welfare.
- Support the Governing Body to deliver its functions ever more effectively – in particular its functions to set school strategy and hold the Headteacher to account for student and staff performance.
- Ensure the school always complies with its policies and procedures in respect of staff leadership and management issues

Systems and Processes

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Welcome and work with the governing board as appropriate, providing the information it needs to govern effectively
- Work closely with the charity's management team to exercise strategic curriculum-led financial planning to optimise use of the school's resources
- Harness the findings of well evidenced research to help contribute to the self-improving school and school-led systems.
- Support distribution of leadership throughout the school

Wider Engagement and Contribution

- Develop the capacity of the school to work with other schools and providers to improve the quality of education and to promote effective relationships with stakeholders, including:
 - other local primary, secondary and special schools,
 - further and higher education establishments
 - the Local Authority
 - representatives of the local community
- Develop effective relationships with other services and organisations to improve academic and social outcomes for all students.
- Ensure the school has in place appropriate training and development to remain safe, effective and to meet relevant regulations or legislation
- Inspire and influence others within and beyond the school to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- Act as liaison and co-operate with the relevant regulatory bodies (e.g. DfE, Ofsted, Local Authority etc.) making such reports to them as they may properly require, either on a regular basis or from time to time.

Other

- Any other such duties as may be required commensurate with the scope and nature of the post

Job environment: The post holder will work in a school environment which can be challenging and rewarding in equal measure. The post will involve some travel to and from appointments and meetings across the county. The post will involve regular interaction will colleagues across the charity, school

Job Description

governors, charity trustees, regulatory bodies and the local authority, parents, students and other professionals and agencies.

Supervision: The postholder will report directly to the Chief Executive Officer on a day to day basis. The board of Governors will take an active role in the appraisal and performance management of the post holder.

Probationary Period: All roles at Future Education include a 6-month probationary period, during which suitability for the role will be assessed.

Line Management Responsibility: The postholder is responsible for determining the line management and supervision arrangements in the school. As such, it is expected that the postholder assumes line management responsibility for a small number of senior colleagues, and that further management and supervision arrangements are delegated amongst the leadership team.

Health and Safety/Safeguarding: The postholder must comply with policies and procedures relating to health and safety, security, confidentiality, data protection, vulnerable adults and safeguarding children, and preventing extremism and radicalisation; and report all concerns or disclosures to the appropriate person.

The Headteacher is responsible for ensuring the school has in place appropriate and effective safeguarding policies, training, systems, processes and practice.

Future Education is committed to safeguarding children and adults and expects all staff and volunteers to share that commitment. Our primary concern is always the safety and wellbeing of children.

The School's Designated Safeguarding Lead for Children is: J. MacLennan – Acting Headteacher at Future Education: j.maclennan@futureeducation.org.uk 01603 251 310

The Charity's Designated Safeguarding Lead for Adults is: Andrew Morter – Head of Operations a.morter@futureprojects.org.uk 01603 250 505

The nature of our school means that the likelihood of violence and aggression from students is relatively high, and whilst the school has in place a comprehensive range of risk management and safety control measures it is not possible to completely eliminate such risks.

Future Education will provide a programme of induction and training to include Health & Safety and Safeguarding and will make external training available as required.

Equalities: Future Projects is an equal opportunities employer and a disability confident employer. The post holder will be aware of and support the principles of equality and diversity to ensure that students have equality of opportunity to learn and develop.

Disclosure of Criminal Convictions / Cautions: Because Future Education offers education to people under the age of 18; all positions are exempt from the provisions of the Rehabilitation of Offenders Act 1974. You are therefore not entitled to withhold information about any convictions/cautions, etc. including those which for other purposes are 'spent' under the provision of the Act.

Police Checks: All employees/volunteers are required to undertake a full DBS disclosure check prior to commencing employment. The successful applicant will be required to complete a disclosure form for the School to undertake a criminal record check to confirm the existence and/or nature of any

Job Description

record of criminal convictions or other relevant information. Additional background checks may be undertaken as required for the role.

Addition information:

As a senior post the Headteacher will be expected to work the days hours required to meet the demands of the job and overtime is not paid.

Additional background checks may be required as part of the safer recruitment process. Appointment will be subject to satisfactory completion of such checks.

Future Projects always encourages a positive attitude and approach, promoting an atmosphere in which young people can raise their self-esteem and develop high expectations for themselves.

The post holder will be expected to contribute to and support the overall aims and ethos of the charity, adding value to the charity's wider services as part of a larger management team.

All staff are required to participate in training, performance management and continuing professional development.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the management to undertake work of a similar level that is not specified in this job description. The post holder is expected to accept any reasonable changes that may from time to time be necessary.

Job Description

Person Specification: When completing your application form please explain clearly and succinctly how you meet the (A) criteria in the table below. The interview and selection process will include further assessment on the remaining criteria using the methods below.

Assessment Method Key:

A	Application form
I	Interview
T	Test
P	Presentation

	Criteria	Assessment Method
Qualifications	<ul style="list-style-type: none"> Qualified to Degree level and hold Qualified Teacher Status. National Professional Qualification for Headship (NPQH) and/or additional post graduate education in the field of education or social work would be advantageous but not essential. 	<ul style="list-style-type: none"> A
Personal qualities	<ul style="list-style-type: none"> A natural leader with the ability to influence others and make independent decisions. Open to change and willing to embrace when necessary specific ways of working or strategic plans that enhance individual student success. Vigilant and rigorous in promoting good practice with the school at all times An engaging and social personality with the ability to communicate effectively both internally within the school and externally with key organisations. Able to represent and lead the school in a positive way. Able to make objectively based strategic decisions utilising all data available. Demonstrating sound decision-making ability particularly with regard to long term goals and vision for the school. Well organised and self-disciplined with the ability to follow and ensure that procedures and standards are upheld. Driven to ensure the school delivers a top level of education but flexible to students needs thus allowing them to achieve the very best they can and meet their full potential. Able to work well under pressure and within a changing environment. Confident and able to maintain a calm demeanour. Vigilant and able to form trusting relationships with staff, students and other organisations. Driven to succeed. 	<ul style="list-style-type: none"> T/I/P T/I/P T/I/P T/I T/I
Experience	<ul style="list-style-type: none"> Experience as a Head, Deputy or Senior Leader within an education setting (within a special education setting is desirable) Experience working with children with complex social, emotional 	<ul style="list-style-type: none"> A/I A/I

Job Description



	<p>and mental health needs.</p> <ul style="list-style-type: none"> • Experience leading school improvement and engaging a range of stakeholders including Ofsted or other regulatory bodies • Experience Teaching to a high standard, preferably within specialist education setting 	<ul style="list-style-type: none"> • A/I • A/I
Professional knowledge	<ul style="list-style-type: none"> • Understanding of high-quality teaching, and the ability to model this for others and support others to improve • Understanding of curriculum planning aligned to school aims and student needs and ambitions • In-depth knowledge of Safeguarding and child protection systems, processes and arrangements • Working knowledge of SEND Code of Practice • Understanding of therapeutic education theory and practice • Strong understanding of local, regional and national policy environment • Understanding of Ofsted Inspection Framework and Independent School Standards • Knowledge of health & safety requirements within specialist education setting 	<ul style="list-style-type: none"> • A/I • I • A/I • I • A/I • A/I • I • A/I
Professional skills	<ul style="list-style-type: none"> • Strategic and school improvement planning • Communication • ICT • Organisation • People Management • Change management 	<ul style="list-style-type: none"> • I • I/P • T • I/T • I • I