



Post Title	Head Teacher
Salary range/grade	Grade 16 Pay Point 58 - 61 £51,366 to £53,268
Responsible to	Head Teacher
Type	Full Time
Base	Pierview Academy Gravesend
Job Purpose	
<p>To carry out the duties of a Head Teacher in providing professional leadership for the school, to secure its success and improvement, ensuring high quality education for all its learners and good standards of learning and achievement.</p>	
Key Tasks and Activities:	
Role Specific	
Strategic Direction and Development of the School	
<ul style="list-style-type: none"> ● To lead the school in clearly articulating its vision, in consultation with stakeholders, and to keep this vision under review; ● To ensure there is shared responsibility and collaborative leadership through empowering others, thereby creating capacity in the school to move forward; ● To contribute to the formulation, monitoring, evaluation and implementation of the School Development Plan. ● To develop and implement a clear, strategic school improvement plan based on robust evaluation evidence from external and internal sources; ● To prioritise and plan the continuous professional development of staff, linked to the school improvement plan; ● To assist the Finance Director and Head of Schools with adhering to a balanced budget which meets the needs and addresses the priorities within the school improvement plan; ● To work with the Finance Director and Head of Schools to ensure that the school demonstrates effective financial management; ● To take opportunities to generate new income where appropriate; ● Ensure identified weaknesses are tackled decisively and statutory responsibilities are met, by providing timely and relevant information to the Executive Board and Local Management Group on: <ul style="list-style-type: none"> ○ progress against the school improvement plan; ○ pupil attainment, progress and achievement; 	

- o the quality of teaching and learning;
- o actions arising from any recent audits;
- o child safeguarding, bullying, exclusions, attendance and racial incidents;
- To keep under review line management systems in the school and their impact on effective communication;
- To ensure compliance with all applicable school policies & procedures, guidance and advice, in consultation staff;
- To provide all necessary information to the LA and DfE;
- To consult with LA and DfE representatives as appropriate;
- To keep up to date with and share knowledge of current issues in education.
- To ensure all those involved in the school are committed to its aims and are motivated to achieve them to help the school to thrive.

Teaching and Learning

- To ensure that the school takes account of local and national initiatives and policies relevant to teaching and learning in the delivery of a broad and rich curriculum.
- To ensure the ongoing monitoring and regular evaluation and development of the curriculum.
- To ensure that there is a Teaching and Learning policy agreed and understood by all staff which sets out common standards.
- To set expectations for standards in teaching, learning, progress and attainment.
- To ensure that there is regular monitoring of teaching and learning against agreed standards, with quality feedback to staff and pupils.
- To seek ways of sharing best practice.
- To ensure that staff development and performance management has a strong teaching and learning focus.
- To encourage innovative approaches to meet the individual needs of ALP learners to ensure the best possible outcomes.
- To ensure that learner assessment is accurate and learner performance information is used regularly and effectively to inform planning.
- To ensure that the Behaviour Management policy and Code of Conduct of the school is implemented consistently and is effective.
- To create and maintain an effective partnership with parents and carers to support and improve learners achievement and personal development
- To ensure that the school curriculum policy is effective and meets national requirements of an Independent School.
- To assume teaching duties to cover absence; and
- To give due attention to own professional development in teaching and learning.

Leading and Managing

- To take overall responsibilities for the appointment of all staff of the school in collaboration with the Managing Director.

- To maintain high morale and to set an example of professional standards and leadership.
- To share leadership and to bring out the potential for leadership in others through delegation.
- To inspire, challenge and motivate all staff, so that they can continue to develop professionally.
- To establish clear and constructive working relationships and give support and supervision to staff.
- To lead the performance management of staff, hold them accountable for their performance and deal promptly and effectively with any poor performance.
- To monitor and review staff deployment to ensure the most effective use of human resources.
- To maintain a single central record in line with current legislation.
- To maintain links with organisations representing staff.
- To ensure staff are able to raise concerns about poor or unsafe practice;
- To ensure that environment is managed efficiently and that it meets the needs of the curriculum and health and safety requirements.
- To keep in mind principles of best value in the deployment of resources.
- To ensure that a Deputy Headteacher or suitable person assumes responsibility for the discharge of the Headteacher's function at any time when absent from school
- Continue the development of good working relationships with the Senior Management Team and Staff, Executive Board, Pupils, Parents/Carers and the Community.

Strengthening the Community and Pastoral Care

- To contribute to the marketing of the school and its positive profile by organising key events and acting as an ambassador
- To implement and review policies and procedures to promote high standards of behaviour and positive attitudes for all learners.
- To ensure that a high standard of care for all learners is maintained.
- To promote and safeguard the welfare of children and young people.
- To promote and market the school within the community.
- To develop and maintain positive and effective relationships with parents and carers and other community partners.
- To fully support all aspects of the life and work of the school.
- To promote and engage in effective integrated practice, to include common assessment framework processes.
- To lead the school's work to promote equal opportunities and tackle discrimination.
- To maintain a culture in which all individuals feel valued and where personal endeavour and responsibility are encouraged and embedded within the school and wider community.
- To maintain an environment where all members of the school community actively demonstrate their care and concern for everyone and fulfil the requirements of the

school's equalities policies paying particular attention to vulnerable learners and hard to reach families.

- To arrange for parents/carers to be given regular information about the progress of their children and other educational issues.
- To work with parents and carers to ensure learners have access to extended services, homework and other educational and social experiences.
- To ensure that the school is an integral part of the local community.
- To take account of, and respond to feedback sought from learners, parents and the wider community.

Accountability

- Develop a school in which all the staff recognise that they are accountable for the success
- Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including, school governance the LEA, the local community, Ofsted and others to enable them to play their part effectively.
- Ensure that parents/carers and learners are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and achieving the school's targets for improvement.
- Ensure the school meets its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.
- Carry out any such duties as may be reasonably required by the Executive Board, Head of Schools or Managing Director.

Additional Responsibilities

- To lead assemblies or staff meetings as appropriate.
- To attend Board meetings; and
- To liaise as necessary with any other recognised bodies or agency in the furtherance of the school's needs, or those of any learner, employee or parent/carer.

Standard Practice in the School:

Teaching and Learning Activities (when applicable):

- a. To use clearly structured teaching and learning activities, that interest and motivate pupils and advance their learning.
- b. To communicate effectively and sensitively with pupils to support their learning.
- c. To promote and support the inclusion of all pupils in the learning activities in which they are involved.
- d. To use behaviour management strategies, in line with the school's policy and procedures, which contribute to purposeful learning environments.

- e. To advance pupils' learning in a range of settings, including working with individuals and small groups in community provision and from their homes where appropriate.
- f. To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- g. To organise and manage safely the learning activities, the physical teaching space and resources.

Planning and Expectations

1. To plan and prepare lessons when required.
2. To select and prepare teaching resources that meet the diversity of pupils' needs and interests.
3. To plan opportunities for pupils to learn in out-of-centre contexts, in accordance with the school's policies and procedures.
4. To create and update course files relevant to the subject criteria.

Monitoring and Assessment

1. To evaluate learners progress through assessment of portfolios along with a range of other assessment activities.
2. To monitor learners responses to learning tasks and modify their approach accordingly.
3. To monitor learners participation and progress, providing feedback to teachers/tutors and management, and giving constructive support to pupils as they learn.
4. To contribute to maintaining and analysing records of learner progress.

Knowledge and Understanding

1. To have sufficient understanding of a variety of curriculum areas to support learning.
2. To be familiar with the curriculum, the age-related expectations of learners, the main teaching methods and the testing/examination frameworks in a variety of subjects and age ranges in which they are involved.
3. To demonstrate an understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved and understand the place of these in the related teaching programme.
4. To know how to use ICT to advance pupil's learning and use common ICT tools for their own and learners benefit.
5. To know the key factors that can affect the way pupils learn.
6. To be fully aware of the statutory frameworks relevant to their role.
7. To know the legal definition of Special Education Needs and Disabilities (SEND), and be familiar with the guidance about meeting SEND given in the SEND Code of Practice.
8. To be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.

Personal Development and Well-Being

1. To support the school's drive for high standards by treating students with respect and, in turn, promoting the schools ARRRT philosophy.

2. To support and contribute to the school commitment to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.
3. To maintain high expectations of all pupils, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
4. To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in pupils' learning.
5. To be able to improve your own practice, including observation, evaluation and discussion with colleagues.

Key Performance Indicators

1. Ofsted rating
2. Level of stakeholder satisfaction, gained from staff, pupil, parent and partner agency surveys
3. Key information as presented in the annual report
4. Pupil progress

Expectations and Values

ALP Schools are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work for the school, the postholder will also be expected:

1. Act as an ambassador for ALP Schools by supporting our values and expectations of learning within the community.
2. Be a significant presence and role model for students and staff.
3. Follow and where appropriate enact all relevant policies, procedures and guidelines.
4. Contribute to development through team planning and review meetings.

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or comes into contact with.

Special Factors:

1. The nature of the work will involve the post-holder carrying out work outside of normal working hours.
2. The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
3. Expenses will be paid in accordance with the school policy.
4. This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

ALP Schools seek to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Person Specification

The post holder will be able to demonstrate:

Qualifications & Training	Essential	Desirable
Qualified Teacher Status	x	
Three years senior management experience e.g. deputy head	x	
Experience of leading and managing a team	x	
A thorough knowledge and understanding of SEN, alternative, secondary and or post 16 curriculum	x	
A clear understanding of current curriculum and management initiatives	x	
A degree or equivalent	x	
Evidence of in-service training	x	
Experience of working with governors	x	

Competence summary	Essential	Desirable
A proven ability to motivate, lead and interact with staff, students and parents/carers.	x	
Sound knowledge of special educational needs and disabilities	x	
Ability to plan strategically with a sense of priorities	x	
Able to use appropriate leadership styles in different situations	x	
Ability to deal sensitively with people and resolve conflict	x	
Able to demonstrate high level organisational skills	x	
A record of involvement in school extra curricular activities, school shows, educational visits, expeditions, residential courses, charity projects etc		x
Substantial experience of curriculum innovation and development that has resulted in raised standards	x	
Substantial pastoral experience		x
Experience of financial management at a whole school level	x	
The ability to analyse and present data and information coherently	x	
Excellent oral and written skills	x	
The ability to deploy effectively staff and resources	x	
Sound knowledge of special educational needs	x	

Work-related personal requirements	Essential	Desirable
Personal impact and presence	x	
Integrity	x	
Self confidence	x	
Adaptability to changing circumstances and new ideas	x	
Emotional resilience	x	
A willingness to embrace and develop the vision of Trinity School	x	

Good interpersonal skills	x	
Good negotiating and diplomacy skills	x	
An ability to work under pressure and meet deadlines	x	
The ability to grasp and communicate a complex vision in simple and easily understood terms to a variety of audiences	x	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	x	
Commitment to safeguarding and promoting the welfare of children and young people	x	
A strong sense of accountability for fulfilling the requirements of this post on an ongoing basis	x	