



# Headteacher Job Description

## Our Ethos and Values

Southend YMCA aims to "stand in the gap", through delivering safe and effective services which address the needs and aspirations of children and young people and help to transform their lives.

## Summary of Southend YMCA Community School

Southend YMCA Community School was set up, by the Southend YMCA charity, through the Free School system and approved by the DfE, with its mission to provide an alternative route for young people to gain the best possible education. By enabling our young people to belong, to contribute and to thrive, every individual student can fulfil their potential in life.

Our Alternative Provision school is based in Prittlewell, Southend-on-Sea and has 50 students, aged 14 to 16, who have been excluded or were at the cusp of exclusion from mainstream schools. As a result, many of our students have complex SEMH needs.

Southend YMCA Community School provides a relationship-based approach to learning and creates a college environment for our students, who are all studying GCSEs alongside other qualifications and have struggled adapting to mainstream education. As well as giving them an alternative educational environment our approach also prepares them for the next stage of their life, whether that be further education or work.

*The job description should be read in conjunction with the contractual requirements and responsibilities of headteachers set out in the School Teachers' Pay and Conditions Document.*

*The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

*The governing body is committed to diversity and equality of opportunity for all and is opposed to any form of less favourable treatment and harassment on the grounds of race, religious beliefs, creed, colour, nationality, ethnic or national origins, gender, marital status, parental status, age, sexual orientation or disability.*

### **Core Purpose**

The headteacher post is responsible for ensuring the stability of the school by undertaking the overall leadership and management of the school. In accordance with applicable legislation, the headteacher oversees the internal organisation, management and control of the school, following the Ofsted framework, the policies of the governing body (including its annual budget), and the instrument and articles of governance of the school.

The headteacher, working with the governing body, senior leadership team and school staff, provides overall strategic leadership for the school. In brief, the headteacher will:

- demonstrate the vision, inspiration and initiative to create a climate which enables every member of the school community to flourish
- lead, develop and support the direction, vision, values and priorities of the school, respecting existing links with the wider YMCA movement, particularly Southend YMCA
- implement, evaluate and develop the school's policies, practices and procedures
- lead and manage teaching and learning throughout the school, including liaising with governors to ensure clear accountability and challenge is in place
- ensure high quality school self-evaluation to inform school improvement planning
- have overall responsibility and accountability for safeguarding and promoting the welfare of students within the school

### **Principal Accountabilities**

#### **Safeguarding**

Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children's Act 2014, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- operating a culture of listening to students and taking account of their wishes and feelings, both in individual decisions and the development of services
- operating clear whistleblowing procedures
- sharing information, with other professionals and liaising regularly with link governors and the governing body to ensure clear accountability, compliance and challenge
- assigning and overseeing a designated professional lead for safeguarding
- operating safe recruitment practices
- ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice. This will include commissioning an external safeguarding audit at least once a year, and ensuring all staff complete mandatory on-line training modules annually
- establishing, operating and monitoring clear policies for dealing with allegations against people who work with children.

### **Qualities and Knowledge**

Hold and articulate clear values and moral purpose, focused on providing an outstanding education for all students, always mindful to 'stand in the gap'. At the heart of this ambition is a relentless focus on providing truly outstanding pastoral care and achieving the highest possible academic outcomes through:

- demonstrating optimistic personal behaviour, positive relationships and attitudes towards students and staff, parents, governors and members of the local community
- leading by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them
- sustaining wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursuing continuous professional development
- working with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context. To this end, the role encompasses the responsibility of Accounting Officer, and the headteacher must ensure that partisan political views are not promoted within the school
- understanding the needs and requirements of commissioning schools and their students.

### **Students and Staff**

Demand ambitious standards for all students, overcoming disadvantage and advancing equality, to ensure all students belong, contribute and thrive. This will be achieved by:

- instilling a strong sense of accountability in staff for the impact of their work on students' outcomes
- securing excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being
- establishing an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis
- creating an ethos within which all staff and students are motivated and supported to develop their own skills and subject knowledge, and to support each other
- identifying, in staff and students, emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- holding all staff to account for their professional conduct and practice
- leading and managing staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments
- acting as an advocate, where appropriate, for students enabling them to reach their full potential.

## **Systems and Process**

Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity and supporting provision of the highest quality of education for each student through:

- overseeing the school's external contracts, and making use of external audits, where appropriate, to ensure all legal requirements are met
- providing a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society. This will be underpinned by managing the health & safety of all students and staff in line with legislation and guidance.
- establishing rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice
- welcoming strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for student, staff and financial performance
- exercising strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability
- distributing leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making. This should include leaders reporting to governors in relation to their key strategic responsibilities
- developing clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers
- consulting and communicating with governors, staff, students, parents and carers
- leading and being responsible for safeguarding and promoting student welfare
- leading a culture, as the Senior Information Risk Owner (SIRO), of good information management, owning the school's overall information risk policy and procedures, and advising the governing body on information risk.

## **The Self-Improving School System**

Develop effective relationships and collaborate effectively with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students. This is achieved through:

- creating an outward-facing school which collaborates with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students. This should include having visual representation at strategic meetings, e.g. local headteacher groups, LA etc.
- challenging educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools
- shaping the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
- modelling entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability

- inspiring and influencing others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education
- participating in arrangements for their own further training and professional development and appraisal and review of own performance

## Headteacher Person Specification

Essential	Desirable
Qualifications	
Honours Degree	NPQH, or working towards
Qualified Teacher Status (QTS or PGCE)	Other post-grad qualifications (e.g. MA)
Evidence of relevant professional development at senior leadership level	
Knowledge and Experience	
Knowledge of all relevant legislation, statutory frameworks and guidance, e.g. safeguarding, health and safety, employment law, Ofsted etc	Experience of involvement in national or international educational developments
Knowledge of current educational issues, including issues relating specifically to AP and safeguarding, e.g. county lines, CSE, FGM, gangs etc	Experience of school leadership across several different schools and contexts, including Alternative Provisions
Knowledge of strategic approaches to raising achievement and 'standing in the gap', e.g. curriculum design, to ensure all students belong, contribute and thrive	Knowledge of other agencies and opportunities for collaboration
Knowledge of different models and approaches to promote outstanding teaching and learning and pastoral support for all students, regardless of background or need	Knowledge of strategies and approaches to building and sustaining a genuine learning community
Knowledge of strategic approaches to creating a strong ethos of student wellbeing and a culture of safeguarding vigilance	
Knowledge of different models and approaches to strategic planning and implementation	
Knowledge of strategies to ensure inclusion, diversity and access for all	
Knowledge of finance and strategies to ensure principles of best value	
Knowledge of the role of governors in ensuring appropriate levels of support, challenge and accountability	
Experience of leading and implementing successful educational initiatives	
Experience of school leadership, either as Head (or Deputy in a similar school) with a proven track record of success	

Essential	Desirable
Skills and Abilities	
To think strategically, horizon scan, and react to changing context, by analysing and interpreting information to make informed decisions and exercise good judgement	To market the school and its offer in an increasingly competitive environment
To lead, develop and support the vision, values and priorities of the school, respecting existing links with the wider YMCA movement, particularly Southend YMCA	To be an excellent classroom practitioner, leading by example to achieve the highest possible levels of academic progress and attainment
To engage, inspire and motivate all stakeholders in pursuit of the school's vision and objectives, namely that all students will belong, contribute and thrive, and thus be able to fulfil their potential in life	To be creative, innovative and tenacious
To ensure a strong and fully compliant culture of safeguarding vigilance, and a persistent focus on students' well-being	To build and sustain strong and successful teams
To lead and empower staff, delegating effectively and ensuring rigorous accountability	To build and sustain strong relationships with all stakeholders based on mutual respect and trust
To lead by example to promote the school's vision and values to students, parents, staff, Governors, local authority and other school leaders	
Personal Qualities	
An eagerness to enable each student to find their self-value and reach their potential	Strong sense of moral purpose, and a genuine commitment to the YMCA's core ethos and values
High levels of resilience and personal integrity	Willing to learn from mistakes and ask for help
Highly motivated, ambitious for the school and all its students, decisive and optimistic	Solutions-orientated
Flexible and collaborative	
Calm under pressure	
Excellent interpersonal and communication skills to resolve issues with empathy and humanity, but always within the context of the YMCA's values, principles and ethos	