

## Headteacher (Deputy Principal) Marland Secondary Day School (Bideford) Job Description & Specification

<b>Job Title:</b> Headteacher (Deputy Principal)	<b>Current Job Holder:</b>
<b>Responsible to:</b> Executive Principal	<b>Hours of Work:</b> 1265 pa
<b>Grade:</b> STPCD L14 – L18	<b>Employment Status:</b> Permanent
<b>School Purpose</b> The purpose of Marland School is to meet the holistic personalised social, emotional and educational needs of young people who have statements of special educational need for complex and/or severe levels of Social, Emotional and Mental Health difficulties.	
<b>Job Purpose</b> Under the direction and support of the Executive Principal, to be responsible for: <ul style="list-style-type: none"> <li>taking the senior lead role for the day-to-day operational leadership and management of all Teaching and Learning on this Secondary Day School site and assisting your SLT Headteacher colleagues the similar tasks on the other Marland School sites as part of the established 'One School' ethos.</li> <li>leading on the development and deployment of all student tracking data across both sites, assisted by the Data &amp; Exams Coordinator.</li> <li>the day-to-day organisation, management and conduct of this educational provision in accordance with Marland School Policy and procedures, the current School Teachers' Pay and Conditions Document and any applicable associated guidance and/or legislation.</li> <li>developing and delivering an appropriate, motivational and statutorily compliant KS3-4 curriculum whilst meeting all associated social, emotional, nurture and behavioural needs of the co-educational SEMH client group.</li> <li>To play a significant role alongside the Executive Principal and Senior Leadership Team in the planning of the future strategic direction of the whole school. Under the direction of the Executive Principal, as a member of the Senior Leadership Team:</li> <li>support the strategic transformation of Marland school in its entirety (i.e. all school facilities / sites).</li> <li>Take a lead role in incorporating and unifying all agreed whole school / cross site strategies, developments, systems, protocols, policies and procedures to ensure efficient and effective working practises.</li> <li>to work as an integral member of the Marland Senior Leadership Team in developing the future strategic direction of Marland School (day and residential provisions).</li> </ul> <p>To work as a cohesive member of the Marland School staff team, including becoming a pro-active, solution focussed, positive thinking member of the School's Senior Leadership Team.</p> <p>To conform to, actively commit to and promote Marland standards both with internal and external 'customers' when using any communication media including written, telephone, IT, video conferencing and/or face to face.</p>	
<b>Organisation Chart</b> <div style="text-align: center;"> <p>Executive Principal</p> <p>Senior  Leadership Team / SLT (whole school)</p> <div style="display: flex; justify-content: space-around;"> <p>Teacher/s &amp; Instructors</p> <p>Learning Support Staff</p> </div> <div style="display: flex; justify-content: space-around;"> <p>Teaching Assistants</p> <p>Ancillary Staff</p> </div> </div>	
<b>Staff Responsibilities</b> As a senior member of the Marland SLT, to lead and manage by personal example, all T&L staff employed at your designated Marland School site and when required, to assist your SLT colleagues with the leadership and management of the other Marland School staff and sites.	
Through inspirational leadership and proactive positive management, encourage, motivate, support and value all staff	

**Job Description & Specification:  
Headteacher / Deputy Principal**

<p>promoting high quality team working, co-operation, trust and professionalism.</p>
<p>To promote, ensure and support:</p> <ul style="list-style-type: none"> <li>• appropriate appraisal for all staff, in accordance with Marland policy and procedure</li> <li>• appropriate professional development opportunities for all staff based on appraisal and SDP priorities</li> <li>• levels of staff and student performance necessary to achieve all agreed aims and objectives</li> <li>• the satisfactory completion of all applicable whole School Development Plan priorities</li> </ul> <p>Assist the Executive Principal with the appointment of all T&amp;L staff at your Marland School site at all stages in the process, including ensuring that all safeguarding policy and procedure is always strictly adhered to.</p>
<p><b>Financial Accountabilities</b></p> <p>In full accordance with Marland policy &amp; procedure and current national financial standards; to be responsible for the efficient planning, monitoring controlling, accounting and regular reviewing of all delegated budget finances which are under the remit of this role.</p>
<p><b>Management of Physical Assets</b></p> <p>Promote staff and student pride and ‘ownership’ of your school site, including all physical resources (grounds, buildings, equipment, furniture, vehicle/s, etc.)</p> <p>Monitor and maintain all resources on your school site to ensure consistent high standards of health and safety, and quality of environment</p> <p>Ensure that regular high-quality maintenance is undertaken:</p> <ul style="list-style-type: none"> <li>• proactively and swiftly to prevent unnecessary deterioration and/or escalation</li> <li>• as required in full accordance with Marland policy and procedure</li> </ul> <p>Liaise with contract service agencies to ensure consistent quality of service. Take immediate appropriate action to rectify any deficiencies before situation/s escalate further.</p>
<p><b>Summary of Main Contacts</b></p> <p>Marland Secondary / other sites Staff &amp; Co-Users      SLT &amp; Governors      Students      Parents / Carers / Guardians</p> <p>Local Authority      Contract Service Agencies      Suppliers &amp; Contractors      Local Community / General Public</p> <p>Careers South West      Safeguarding / MASH Team      Representatives of the media      Social Services      CAMHS</p> <p>Education Welfare Service      Educational Psychology Service      Mainstream Schools / Colleges      Other link Professionals</p>
<p><b>Key responsibilities</b></p> <p>To carry explicit responsibility for:</p> <ul style="list-style-type: none"> <li>• the safety, welfare and wellbeing of all students and staff always on your school site in accordance with national, LA and Marland School legislation, guidance, protocols and procedures.</li> <li>• the quality of all learning and teaching in the school/s.</li> <li>• leading on high profile, consistent, high quality behaviour management. Setting and operating firm but fair consistent boundaries with all students (&amp; staff) always. Leading / managing the staff team to do the same.</li> <li>• managing and balancing the ‘Teaching &amp; Learning’ operational budget, as delegated by the Executive Principal.</li> <li>• promoting the core tenets of ‘Personalisation’ and ‘Relational Practice’ always.</li> </ul> <p>Teaching, Learning, Assessment &amp; Achievement:</p> <ul style="list-style-type: none"> <li>• utilising existing Marland policies, to develop, implement and monitor curriculum policies that will ensure delivery of, and access to, a relevant secondary (KS3-4) curriculum (including all current statutory curriculum), personalised according to identified individual student need.</li> <li>• ensure on-going monitoring, evaluation and development of the curriculum to meet identified personal need.</li> <li>• ensure on-going monitoring, evaluation and development of teaching to provide consistent, high quality, Ofsted ‘Good’ or better standards for all teaching / instructing staff.</li> <li>• construct and regularly maintain appropriate timetables for each student, personalised according to identified need (where feasible), to ensure exciting, relevant, challenging and achievable high-quality learning for all.</li> <li>• ensure the efficient and effective utilisation of all available resources: <ul style="list-style-type: none"> <li>- implement baseline assessment procedures for all students on entry</li> <li>- regular teacher / TA, peer, and self-assessment aiding student achievement and progression</li> <li>- regularly monitor classroom practice and the quality of teaching and learning</li> <li>- regularly monitor and track benchmarked student progress guiding the implementation of appropriate interventions where required.</li> <li>- always promote high quality learning opportunities for all students.</li> <li>- to ‘Close the Gap’ ensuring that all students maximise their respective achievements in relation to their relative starting points.</li> </ul> </li> </ul>

**Job Description & Specification:  
Headteacher / Deputy Principal**

- encourage and model excellent classroom practice, and act as a lead coach / mentor where need dictates.
- lead on developing a culture of self-evaluation that promotes professional and personal development with all Teaching & Learning staff, with high aspirations focussing on raising standards to a minimum of consistently 'Good' to 'Outstanding' (Ofsted grade descriptors).

In accordance with existing Marland policies:

- encouraging a positive reward-based ethos amongst all students and staff to promote proactive positive behaviour management, including utilising THRIVE methodologies to support appropriate social and emotional development and ultimately improve student behaviour, progression and achievement.
- inputting to key strategic whole school documents, including:
  - formal school Self-Evaluation
  - School Development Plan (SDP)
  - Policies & Procedures
  - Statutory and comprehensively informative school web site published data
- the positive promotion of the whole school always.
- lead on the promotion and maintenance of positive high-quality relationships with all stakeholders and communities always (students, parents / carers, staff, Marland, LA, support agencies, local neighborhood, etc.).
- keep the Executive Principal and Governors closely informed of all aspects of 'Teaching & Learning' on a regular basis including (but not limited to), supplying a detailed termly T&L report for your school site.

### Person Specification

***Qualifications:***

Essential:

- Appropriate graduate &/or post graduate level of qualification/s
- QTS status (including Induction Year &/or ECT accreditation)
- Passive Intervention and Prevention Strategies (PIPS) accreditation, or the willingness to undertake such training, and deploy as and when necessary in full accordance with PIPS principles and Marland School policy and procedure.

Desirable:

- SEMH / SEN post graduate qualification.

***Knowledge / Skills / Abilities:***

A working knowledge and experience of:

- current leadership and management ideologies in relation to staff and students (preferably within an SEMH or similar specialist setting).
- up to date legislation, guidance and practice in:
  - Safeguarding & Child Protection
  - the latest statutory Curriculum requirements
  - personalised learning across NC KS3-4
  - Ofsted Standards.
- proficient use of up to date information technology (computer hardware, software & internet resources, etc.).

Should:

- be committed to and have the skills to lead personalisation as a whole school core methodology.
- be mentally agile and a strong team player.
- be capable of supporting, motivating, managing, inspiring and leading colleagues.
- be adaptable and willing to accept guidance, coaching, mentoring and/or training.
- be an effective & confident communicator with excellent public relations skills.
- be able to work independently and make informed / justifiable decisions at a senior level.
- possess good contextual judgement, particularly when responding to highly sensitive, personal issues raised by students, parents / carers and associated professionals.
- possess very good report writing, presentation and IT skills.
- be friendly and respectful; calm, confident and consistent, firm but fair; with colleagues and with each and every student who exhibits nurture and/or mental health needs, SEMH, ASN, disaffection and/or challenging behaviour.

***Experience:***

A proven / successful track record for a minimum of 3 years within a school, alternative provision and/or unit/centre environment:

- of leading, managing, organising and delivering current statutory and non-statutory curriculum in an SEMH

**Job Description & Specification:  
Headteacher / Deputy Principal**

focussed specialist predominantly secondary age environment.

- of leading and managing others (staff and students).
- of teaching, advising and supporting predominantly secondary age students on a one to one and/or group basis.
- of managing or assisting with the management of a departmental or whole provision budget.
- of working under own initiative to set objectives and achieving successful outcomes.
- of working both independently and as a valued member of a professional team.

***Personal qualities:***

Must be:

- have excellent personal relational practice and the ability to lead on this approach by example.
- hardworking, responsible and conscientious with an excellent work ethic.
- mentally and emotionally 'tough' / strong / resilient enough to consistently lead ('from the front'), manage and act as a senior 'figurehead' for all students and staff in this challenging SEMH environment.
- optimistic and constructive with a positive outlook on life.
- a good listener, able to balance the role of student advocate with the professional responsibilities associated with this senior position.
- able to be proactive as well as reactive.
- solution focused.
- able to maintain an appropriate good sense of humour in all situations.
- able to set a good example to students and colleagues alike.
- able to build effective relationships with male & female colleagues, challenging children / young people and adults.
- able to earn the respect of students and colleagues alike and have excellent inspirational / motivational 'presence'.

***Physical qualities required***

Should be:

- physically healthy with a good attendance record for at least the past 3 years.
- physically able and willing to undertake *PIPS* training (de-escalation & physical intervention) and be prepared to use it appropriately in accordance with school policy if / as required.

***Special Factors:***

Should be prepared to:

- drive school vehicles and use own car on school business if required (and have the appropriate driving license).
- work between the multiple school sites if / as required.
- attend offsite and/or evening meetings if / as required.
- Attend day / residential conferences if / as required.
- work flexible hours by prior agreement if / as required.
- undertake further training as dictated by the evolving / developing professional role.
- undertake any other reasonable duties as requested / directed by the Executive Principal.