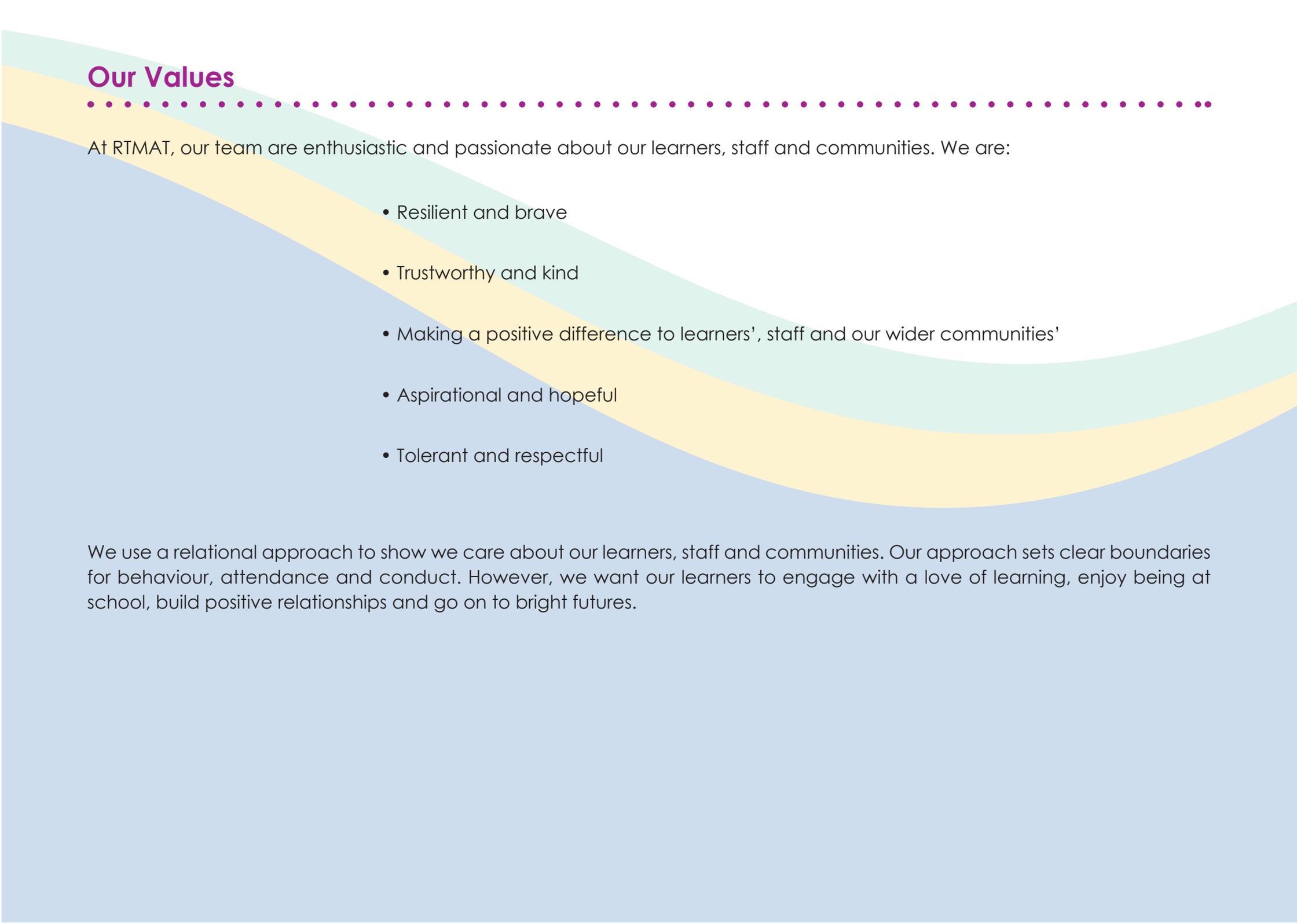




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Principal Designate
Candidate Information Pack
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Our Values



At RTMAT, our team are enthusiastic and passionate about our learners, staff and communities. We are:

- Resilient and brave
- Trustworthy and kind
- Making a positive difference to learners', staff and our wider communities'
- Aspirational and hopeful
- Tolerant and respectful

We use a relational approach to show we care about our learners, staff and communities. Our approach sets clear boundaries for behaviour, attendance and conduct. However, we want our learners to engage with a love of learning, enjoy being at school, build positive relationships and go on to bright futures.



Job Purpose

We require a Principal Designate/Headteacher with the knowledge, understanding and skills to:
Demonstrate their commitment to the seven principles of public life:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

- Follow the Trust's vision to deliver an exciting new Free Special School.
- Oversee development of the curriculum offer with a focus on relational approaches and high quality outcomes.
- Recruit a staff team who hold RTMAT values and are passionate about offering the best education to all learners.
- Establish an outstanding school and drive continuous improvement.
- Raise outcomes for young people with special educational needs and disabilities.
- Champion the needs of individual learners through positive relationships and professional challenge.
- Build highly effective relationships with pupils, families and communities.
- Work collaboratively with Local Authority and other partners.
- Work within a leadership team across the MAT.
- Research extensively and utilise evidence-based studies to further improve the impact of our work on outcomes for vulnerable young people.
- Successfully lead our Professional Reflection and Review Process.
- Understand, share and contribute to the vision and goals of RTMAT.
- Support the CEO and Trust in managing and improving our schools.

Pre-Opening

Ensure the academy is ready for opening with a state of the art environment, comprehensive and appropriate curriculum offer, an effective staff team and a therapeutic offer in line with pupil needs.

Ensure that financial planning is robust.

Confirm commissioning arrangements, admissions plans and processes.

Prepare all necessary evidence, policies and procedures for a successful Ofsted inspection.

School Culture

Establish and sustain the school's ethos and strategic direction in partnership with RTMAT Board and the Local Governing Committee, and through consultation with the school community.

Create a culture where pupils experience a positive and enriching school life.

Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.

Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.

Ensure a culture of high staff professionalism.

Model the highest aspirations for all.

Teaching

Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.

Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.

Ensure effective use is made of all forms of assessment.

Encourage the teaching team to explore pedagogies, retrieval approaches and relational approaches to ensure all learners can make aspirational progress.

Curriculum and assessment

Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.

Ensure all pupils have access to the broadest curriculum offer regardless of their SEND, disadvantage or economic situation.

Embrace the RTMAT curriculum intent, implementation and impact model, focussing on the 3C's: Currency, Character and Community.

Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities both across the Trust and within the wider community.

Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics for early reading.

Embed effective approaches that encourage older pupils to improve their reading, writing, oracy and communication.

Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Provide enrichment and support to access out of school activities that meet the needs of pupils and focus on their interests and aspirations.

Develop curriculum pathways including Supported Internships that are well informed by the needs of the local and wider economy, leading to skills for work and knowledge of employment opportunities.

Use data and evidence-informed research to improve the curriculum offer.

Behaviour

Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.

Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.

Implement consistent, fair and respectful approaches to managing behaviour.

Ensure that adults within the school model and teach the behaviour of a good citizen.

Implement approaches to Personal Development that encourage positive behavioural changes in school, at home and in the community.

Additional and special educational needs and disabilities

- Ensure the school holds ambitious expectations for all pupils regardless of their additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work collaboratively to ensure that all learners have access to the right educational provision, including the provision of transition support and professional development for staff in any new setting.
- Engage effectively with information gathering, assessment and sharing of information relevant to the educational and other development needs of learners to ensure the best outcome and support.
- Apply best practice in data sharing protocols.
- Understand the needs of learners with social, emotional, mental health and autistic spectrum conditions
- Have knowledge of a wide range of special educational needs and disabilities and the potential implications for preparation for adulthood.

Professional development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.
- Implement RTMAT's Professional Reflection and Development approaches.
- Challenge practice that does not result in the best outcomes for pupils.

Organisational management

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Promote and secure the wellbeing of vulnerable students
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

Continuous school improvement

Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.

Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.

Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Utilise Trust expertise to support continuous school improvement through our collaborative review processes.

Offer specialist support to other academies within the Trust as required.

Working in partnership

Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.

Commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support.

Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

Support the Trust in civic leadership, championing causes that have an impact on our pupils, their families and communities.

Governance and accountability

Understand and welcome the role of effective governance, upholding the obligation to give account and accept responsibility.

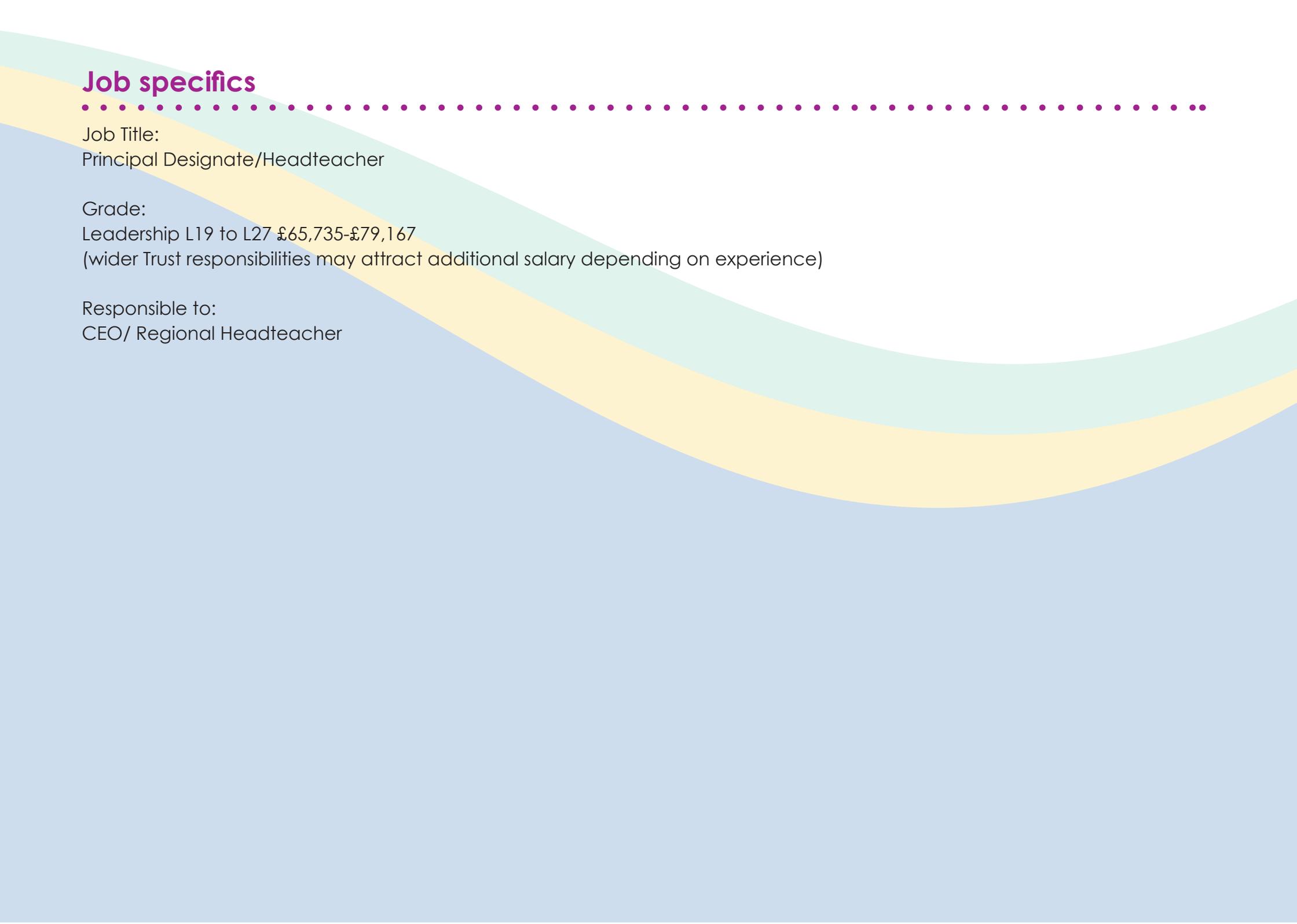
Establish and sustain professional working relationship with those responsible for governance.

Ensure that staff know and understand their professional responsibilities and are held to account.

Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Build a community of local Governance that listens to the voice of all stakeholders and has the needs of pupils at the heart of all decisions made.

Job specifics



Job Title:

Principal Designate/Headteacher

Grade:

Leadership L19 to L27 £65,735-£79,167

(wider Trust responsibilities may attract additional salary depending on experience)

Responsible to:

CEO/ Regional Headteacher

Person specification

Item	Essential	Desirable	Qualifications	Experience	Knowledge & Skills	Work Related Personal Qualities	Where Identified
QTS Status	✓		✓				Application Form
Degree or Equivalent	✓		✓				Application Form
Level 2 or equivalent in English and Maths	✓		✓				Application Form
Post QTS Qualification		✓	✓				Application Form
Research Qualification		✓	✓				Application Form
NPQH Status		✓	✓				Application Form
Higher Degree (MSc Level)		✓	✓				Application Form
SENCO		✓	✓				Application Form
Relevant knowledge in subject, national policy, pedagogy, classroom management strategies, inspection findings and statutory requirements.	✓			✓			Application Form and Interview/Assessments
Thorough understanding of curriculum development, timetabling and managing school resources to deliver an effective provision.	✓			✓			Application Form, Interview/Assessments and References
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and raising standards.	✓					✓	Interview/Assessments
Demonstrate personal and professional integrity, including modelling values and vision.	✓					✓	Interview/Assessments
Commitment to support the aims of the MAT.	✓					✓	Interview/Assessments

Person specification

Proven ability to effectively keep abreast of academic and research thinking on how disaffected children can become successful learners	✓			✓			Application Form and Interview/Assessments
Experience of writing effective school self-evaluation and development plans	✓			✓			Application Form, Interview/Assessments and References
Evidence of successful leadership and delivery of teaching and learning	✓			✓			Application Form, Interview/Assessments and References
Experience of collecting, analysis and questioning performance data for the purposes of target setting, progress review and evaluation. Experience of monitoring and improving the quality of teaching and learning efficiently productively.	✓			✓			Application Form, Interview/Assessments and References
Presentation information to Governors and stakeholders.		✓		✓			Application Form and Interview/Assessments
Evaluating the impact of CPD activities for teachers.		✓		✓			Application Form and Interview/Assessments
Experience of performance management.		✓		✓			Interview/Assessments
Proven ability to deliver priorities agreed by the MAT.	✓				✓		Application Form and Interview/Assessments
Relevant knowledge of SEND and the preparations for adulthood	✓				✓		
In depth knowledge of the needs of learners with SEMH and ASD	✓				✓		

Person specification

High numeracy skills to interpret statistical data, manage budgets and produce effective data analysis for the RHT and MAT	✓				✓		Application Form and Interview/Assessments
A high level of understanding of, and competent use of, ICT to aid and promote the quality of teaching, learning and administration	✓				✓		Application Form and Interview/Assessments
Excellent organisation and time-keeping skills.	✓				✓		Interview/Assessments and References
Well-developed interpersonal and communication skills.	✓				✓		Interview/Assessments and References
Proven ability to monitor and evaluate the work of others; to offer support and intervention where necessary.	✓				✓		Interview/Assessments and References
Proven ability to inspire, challenge, motivate and empower teams and individuals to achieve high performance.	✓				✓		Interview/Assessments and References
Proven ability to lead an organisation successfully through a period of change.	✓				✓		Interview/Assessments and References
Ability to build a strong ethos in the school.	✓				✓		Interview/Assessments
Ability to work with parents to secure a good learning attitude and environment for students.	✓				✓		Interview/Assessments
Ability to critically evaluate current research, selecting best evidence-based practice to improve student outcomes.	✓				✓		Interview/Assessments
Knowledge of the curriculum coverage and outcomes expected across a range of Key Stages		✓			✓		Interview/Assessments





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