OCTAVIA HOUSE
Sector-Leading Therapeutic Schools

JOB DESCRIPTION
OHS HEAD OF SCHOOL

PEOPLE MANAGER	HEADTEACHER
LOCATION	LONDON / ESSEX / KENT

- As the needs of the business can change rapidly this role will change accordingly, therefore this job description should be viewed as guidelines which are subject to change.
- It may be amended at any time following discussion between the People Manager and colleague and may be reviewed as part of the performance review process.
- The roleholder may be required to undertake other duties as reasonably required by their People Manager or any member of the OHS Leadership Team.
- All roles are subject to Enhanced DBS checks in addition to a range of other vetting checks as per the latest statutory safeguarding guidance.

OVERVIEW

- Our Heads of School ensure that the quality of provision at their Octavia House Schools site is excellent. They are the most senior full-time on-site presence and thus their roles as ambassadors for Octavia House Schools are of fundamental importance.
- Our Heads of School embody and role model the OHS relationships-first approach, building strong, lasting relationships with our pupils who have ACEs and complex SEMH needs, as well as other associated SEND.
- Our leaders have high expectations of themselves, their teams and their pupils. They work closely with other leaders, are receptive to constructive feedback, and seek support as necessary. Our Heads of School believe in and realise the relationships-first and 'work as one' approaches.
- Heads of School ensure their sites operate with high levels of efficiency; they are organised, well prepared and cope well under pressure. They know and ensure compliance with the independent school standards.
- As well as supporting and managing Teachers and ensuring that agreed expectations, strategies and practices are implemented quickly, consistently and effectively, Heads of School are positive presences in classrooms and across their sites, leading briefings, meetings, training and fulfilling the role of a Deputy Designated Safeguarding Lead.
- Heads of School understand that meeting placements targets is non-negotiable.

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KEY RESPONSIBILITIES

■ Role-modelling the schools' values and relationships-first approach as a model of outstanding practice and professionalism.

■ Working with the Headteachers and Assistant Head Teachers, to ensure that the quality of education, therapy, care and safety at the school site are consistently excellent and all the Independent School Standards (ISS) are met.

■ Ensuring placement targets are met consistently, with new, moving and departing pupils' transitions managed highly effectively.

■ Fulfilling the responsibilities of a Deputy Designated Safeguarding Lead, working with the Designated Safeguarding Lead and Head of Safeguarding as appropriate.

■ Ensuring that the school site is a calm, happy, welcoming and professional environment, and always safe, clean and free of clutter.

■ Ensuring the school site is highly organised, with a suitably broad and balanced timetable that sees colleagues deployed sensibly, including to supervise pupils during unstructured times.

■ Organising and managing the school and people effectively, including delegating appropriately, balancing wellbeing support and motivation, holding people to account when necessary.

■ Role modelling the schools' relationships-first policy and approach, moving colleagues' away from 'managing behaviour' and focusing it on building and sustaining healthy, positive relationships.

■ Being a proactive, problem-solving troubleshooter, dealing quickly and effectively with conflicts and complaints.

■ Being the site's main senior contact for families, visitors, colleagues and pupils.

■ Establishing and maintaining positive, collaborative, professional and supportive working relationships with all colleagues, parents/carers and external professionals.

■ Carrying out daily health and safety walks, reporting issues/hazards to the cluster's facilities manager and the executive principal in a timely fashion.

■ Contributing to the wider work of the leadership team and schools, in raising standards and promoting pride, inspiration and excitement about the OHS approach, and the successful outcomes pupils achieve with us.

■ Supporting the Headteacher with the monitoring and evaluating of the quality of education by checking weekly planning, following-up with and supporting Teachers where necessary to ensure that a consistently strong provision is being delivered by all teaching colleagues.

■ Using data and other information to evaluate Teachers' performance and pupils' achievement, identifying and prioritising areas for development and taking suitable action.

■ Overseeing the statutory annual review process for pupils, ensuring reviews are completed in a timely way and that documentation is high-quality, accurate and helpful for pupils, their families and placing authorities.

■ Managing key people including Teachers, ensuring that Teachers adhere to the Teachers' Standards consistently.

■ Completing inductions, ECT mentor/assessor sessions and assessments, as necessary.

■ Doing all you feasibly can to retain a committed, motivated and effective team.

■ Ensuring the site's enrichment, SMSC, extra-curricular and clubs offers are of high quality.

■ Leading mandatory briefings, meetings and training sessions; and contributing to the schools' self-evaluation and ongoing improvement.

■ Knowing, supporting and realising the schools' policies and procedures, including those relating to safeguarding and data protection.

■ *Complying with any reasonable request from leaders to undertake work of a similar level that is not specified in this job description.*

OHS BEHAVIOURS

We expect all OHS colleagues to demonstrate the following behaviours at all times towards pupils, colleagues and families: accountable, adaptable, collaborative, communicative, creative, empathetic, proactive, resilient.

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PERSON SPECIFICATION

SKILLS, TRAITS, KNOWLEDGE & UNDERSTANDING

- Reflective, motivated, ambitious, professional, hard-working and focused
- Attention to detail, including in terms of presentation, reliability, punctuality and supporting the maintenance of an attractive environment for education and therapy
- Creative and imaginative thinker; solution focused and proactive
- Excellent ability to teach and work successfully with pupils with SEMH needs
- Outstanding communication skills (with pupils, families and professionals)
- Outstanding organisational skills (including meeting deadlines)
- Outstanding ability to work collaboratively at all times as part of a unified team
- Excellent technological skills
- Able to recognise own training needs and willing to undergo relevant training
- Outstanding ability to support families of pupils with ACEs and complex SEMH needs
- Outstanding ability to cope in high pressure, stressful contexts
- Committed promoting and safeguarding the welfare of pupils
- Ability to coordinate and manage people, including holding colleagues to account in challenging circumstances, ensuring consistent high standards
- Excellent knowledge and understanding of education and therapy and their applications; child development, learning and pupils with SEMH needs and associated SEND; relevant policies/codes of practice and relevant, latest legislation
- Secure understanding of special schools and the independent school standards, local authority funding, SEND and the requirements and expectations of Ofsted, ISI, and the DfE.

QUALIFICATIONS, TRAINING & EXPERIENCE

- Qualified Teacher status and a good first degree in a relevant subject/area (essential)
- Relevant teaching experience with pupils with SEMH needs (essential)
- Knowledge of either the primary or secondary national curriculum (essential)
- Experience of placing pupils in an independent special school context (desirable)
- Leadership experience in a challenging context (desirable)
- Up-to-date safeguarding and safer recruitment training (desirable)
- Experience of school development and improvement strategies (desirable)
- Evidence of ongoing professional training, preferably related to SEMH needs/SEND (desirable).