

Headteacher

together resilient ambitious caring

Welcome from our Chair of Governors

Dear Candidate

Thank you for responding to our advert for the position of Headteacher at Titus Salt School.

This is just a brief note to introduce myself and to let you know that should you be successful in your application, you will be supported by an excellent team of governors who are wholeheartedly committed to ensuring your success.

You will undoubtedly read the person specification and competencies in the application pack, but I want to add that above all else we are seeking a passionate, dedicated and visionary leader to guide our school through the next exciting chapter of its long and successful history.

Please take your time to read through the application pack and if you have any questions please do not hesitate to get in touch.



Shirley Craven
Chair of Governors

Overview



Titus Salt School is an exciting school in which to work with a friendly and supportive body of staff. We have a well-established model of distributed leadership that provides support and challenge for all members of staff. All faculties have a close link with a member of the Senior Leadership Team to ensure our model is effective in practice. The successful candidate will be working in an environment where teaching and learning is at the heart of all we do. They should have the ability to be flexible in approach, work well as part of a team and be willing to bring fresh and positive ideas to the school. In return we offer excellent opportunities for in-service training, practical and considerate support, and genuine and exciting career development through an engagement in forward thinking, evidence-based, educational practice.

Senior Leadership Team (SLT)

Ian Morrel	Headteacher	
Phil Temple	Deputy Headteacher	Pastoral and Academic Progress
Richard Field	Assistant Headteacher	Quality of Education, Teaching & Learning
Simon Halliwell	Assistant Headteacher	Leadership & Management
Philippa Jervis	Assistant Headteacher	Inclusion
Max Robinson	Assistant Headteacher	Leadership & Management
Greg Trusselle	Assistant Headteacher	Behaviour & Attitudes
Alison Robinson	Assistant Headteacher	Quality of Education, Achievement

As a Senior Leadership Team, we have established a clear rationale for our work – to promote inclusion in a context of comprehensive school principles, where all have opportunities to achieve their best. Titus Salt is a school with tremendous potential.

Senior Leaders

To support the focus on continued school improvement the Governing Body approved several Business Case proposals to increase capacity, plan for succession and meet the demands of the school's Recovery Plan. The roles and responsibilities include:

Amanda Dutton-Taylor	Senior Leader Leadership Development
Gemma Longbottom	SENDCo
Martyn Redhead	Director of Sixth Form – Denys Salt Centre

Our ethos and values



Our focus as a school is on providing high quality learning opportunities to allow all pupils to achieve; in an ever-changing educational landscape our mission is very clear and is summarised as:

together - **r**esilient - **a**mbitious - **c**aring

"together we can make a difference; resilient to change; ambitious to excel, caring for the lives of individuals."

We regard achievement and success as a broad scale, from participating in Sports Day and breaking school records to having 100% attendance, from achieving a personal best to being finalists in the Big Bang, from winning the national First Story competition to attaining target grades and, on Examination Results Days, we are delighted to have so many happy pupils, proud parents, carers and members of staff celebrating the success of examination outcomes.

It is so rewarding to see and experience the sense of achievement in gaining results for having done the best you can.

Visitors to the School comment upon the friendly ethos and the level of good relationships between members of staff and pupils. Parents and carers are very supportive and respond to new initiatives with enthusiasm. We have a range of support systems in place for both pupils and members of staff: "staff work hard to ensure the best outcomes for young people. They help pupils to become resilient to the many challenges of life. They show pupils what it means to be ambitious for their futures and care for others in the school community" (Ofsted March 2022).

We are very proud of our staff and pupils, especially the progress we have made. The role of Headteacher is a demanding one, but you will be joining a team that supports one another and enjoys each other's company. The development of all our members of staff is a key priority for us and valuing each other and the contributions made are highly valued.

Introduction to the School



Titus Salt School is a large, dynamic, mixed comprehensive situated at the foot of Shipley Glen, on the Baildon side of the River Aire. Immediately across the river is the model village of Saltaire, a fine example of the industrial archaeology of the 19th century. The village and the school are named after their founder, Sir Titus Salt, one of the great Victorian entrepreneurs and philanthropists. We were delighted to welcome back the Salt family to the new school when Denys Salt, great grandson of Sir Titus Salt, took part in a ceremony to place the original seals in the Reception of the new building, and to approve the naming of our Sixth Form after him.

Over the moor above the school is Baildon. Once a small village, it now has a thriving population of 62,465, largely commuting into the nearby cities of Bradford and Leeds. The surrounding area is one of natural beauty with the Yorkshire Dales only a few miles away.

Brief History of the School

Titus Salt School was developed from the Salt Factory School, founded in 1868 by Sir Titus Salt for the benefit of the workers in his textile business in Saltaire. The original building in Victoria Road, Saltaire, still stands and is now an annexe to Shipley College.

In September 2000, as part of the Bradford Schools' re-organisation, we changed from a 13 - 18 years upper school of 1,000 pupils into an 11 - 18 years secondary of 1,480 pupils serving the areas of Baildon, Saltaire and East Shipley. Within our mainstream setting we have a School-led Resourced Provision – Amelia Resourced Provision, of thirty places for pupils with moderate and multiple learning needs.

The main 'feeder' primary schools are Sandal, Hoyle Court, Baildon CE, Baildon Glen, Christchurch Academy, Shipley CE, Low Ash, Wycliffe and High Crags. The school has been over-subscribed for many years; the Governors agreed unanimously to increase the Pupil Admission Number to 250; each year there are Appeals for places and in September 2023 we have a Year 7 of 256 pupils.

An Inclusive Ethos

Titus Salt School (TSS) is much larger than the average-sized secondary school with a mainstream, 30 EHCP place Resourced Provision with currently 32 EHCP pupils with multiple Learning Needs and Difficulties. In addition, there are 57 pupils in mainstream school with an EHCP with the highest level of need being ASD – 22 pupils have an EHCP and ASD diagnosis, 29 pupils have an ASD diagnosis and no EHCP and a further 36 pupils are on the Autism Pathway. The school has a strong ethos of inclusion and champions the principles of comprehensive education. On average, 90 Sixth Form pupils apply to university with a 100% success record with students studying a broad range of specialism from Veterinary Science at Liverpool University to Economics and Management at the University of Oxford.

The strategic development of the school seeks to support pupils and students of all abilities through collaboration, partnership, and a multi-agency approach. The school's curriculum meets all statutory requirements and ensures there is a broad and balanced curriculum between academic and vocational courses of study. The school's NEET figures, at the November collection point, have been 0% prior to the impact of COVID-19 and for 2023 was 1.0% - the two pupils were non-PP. Success at Titus Salt School is for all children and young people to achieve.

Amelia Salt Centre

Our Amelia Salt Centre houses our Special Educational Needs Centre, Behaviour Support Hub and our Resourced Provision (RP) for pupils with a range of learning difficulties; this was originally a fifteen-place provision but due to its success and the growing demand across the District for mainstream specialist places our RP has increased capacity to a thirty-place setting with demand for it to increase still further.

Mary Salt Centre

The Mary Salt Centre was established in September 2023 as a Nurture provision for pupils in Years 7 and 8 with additional needs and emerging SEND. The focus is on supporting pupils to make an effective transition to the demands of learning in a mainstream secondary school setting. A significant part of the curriculum mirrors mainstream curriculum with elements that are bespoke. The aim is to meet learning need and accelerate this, so pupils on the Nurture programme have opportunities to develop and access mainstream as they progress through the school.

Helen Salt Centre

The Helen Salt Centre is a provision established in September 2023 as part of a partnership programme with Bradford Local Authority aimed at pupils who present with Emotionally Based School Avoidance/Refusal (EBSA/R). The school has a strong partnership with Bradford's Medical Needs and Hospital Education Service (MNHES) which has a provision based in Shipley. The aim is to provide pastoral and academic support for children and young people who have anxiety and other mental health conditions. For many of these children and young people school is a trigger for anxiety, so our work is bespoke and incremental.

School Organisation



At present our structure provides 72 members of staff in support and 102 teaching staff including the Headteacher, one Deputy Headteacher and six Assistant Headteachers who constitute the Senior Leadership Team (SLT); in addition, our SENDCo, Senior Leader Leadership Development and our Director of Sixth Form are Senior Leaders. The school structure is based upon a Faculty system with Leaders setting the priorities and expectations. Currently there are nine faculties: English, Mathematics, Science, Modern Foreign Languages, Technology, PE and Outdoor Education, The Arts, Humanities, Computing/Business/Media/ Economics/ Psychology & Sociology; a proposal has been made for a tenth faculty for Social Sciences which reflects Sixth Form Curriculum Development.

Linked into this structure is the pastoral system. Each year group has a Year Leader and an Assistant Year Leader who manage a tutor team for each year group, and there is a Senior Assistant Year Leader to support the whole team. Our pastoral teams work closely with our curriculum staff to incorporate oversight of the personalised learning agenda with a clear focus on maximising achievement for all and ensuring a curriculum fit for purpose.

School Operations and Administrative Support

This provision has been increased over the past five years and will continue as we respond to the needs of our children and young people. We already have in place:

Admin Operations Manager Admin Assistant (5) Reception and Admin Assistant (2) Health Care Leader Attendance Safeguarding Manager Attendance Safeguarding Officer Business Operations Manager Finance Manager Procurement Officer Data Operations Manager SIMS and Data Officer Exams Officer	HR Manager HR & Careers Admin Assistant Cover Supervisor (3) IT Operations Manager IT Operations Technician (2) IT Operations and Media Technician (Curriculum) Lettings Supervisor PA to Headteacher/SLT and Governor Link SEND Officer Science Technician (2) Technology Technician (2)

The School Today



In September 2008 we moved into our Building Schools for the Future (BSF) Pathfinder Building, with accommodation and resources befitting the 21st Century. Every faculty has its own suite of rooms, with break-out spaces, and interactive whiteboards and laptops available in every classroom. Sporting and Performing Arts facilities are extensive and are enhanced by a large, all-weather pitch with access and lighting for community use as well.

We have an enviable record of achievement and a reputation for the quality of education we offer; for the care we show for individuals and for our growing links with colleges and businesses. We are proud of our academic record and our achievements across a wide range of sporting and extra-curricular activities. Our ethos is positive, friendly and courteous with a premium placed upon mutual respect between all members of staff and pupils. We expect high standards from our pupils in all aspects of school life - in academic work, in sport and recreation, in behaviour and uniform.

Our pupils and students have received commendations from Examination Boards at GCSE and A level; pupils have been placed amongst the first five in the country for a range of subject and the majority of our Sixth Form students go on to higher education.

Titus Salt School is an inclusive school and significant investment has been made to develop provisions and resources to target needs. This ensures learning needs are met and that we are ambitious for them and their future. Being inclusive brings challenges in comparison to national benchmarks. We firmly believe meeting individual needs is more important than constructing systems to chase headline figures.

The Curriculum and Setting Arrangements

There are nine teaching groups in Years 7-11, which are set according to subject criteria. This setting is regularly reviewed and revised as necessary. Benchmarking is undertaken through KS2 projections. Transfer information is also used, as well as primary commentaries on ability and progress which have developed significantly with our emphasis on close liaison with all feeders.

Key Stage 3

The Key Stage 3 curriculum is developing as a three-year focus on knowledge acquisition and skills development with Year 9 as a bridging year in preparation for being able to apply key skills and knowledge to learning at KS4. Schemes of Learning have been either adapted or re-written to focus on a model of "Competency" to ensure pupils are able and have the knowledge and understanding as well as skills to apply to different learning contexts. Through the work of Faculty Leaders there is a developing focus on research and evidence-based programmes that are impacting on school improvement and pupil progression as they move through a spiralised curriculum.

All pupils' study:
Science, English, Literacy (Year 7), Mathematics, Numeracy (Year 7), History, Geography, French or German or Spanish, Technology, Computer Science, PE, RE, Art, Music, Performing Arts and Personal Development.

Our approach to changes at KS3 has been to build on the incremental changes already in place. The groups in KS3 mirror the personalised learning pathways at KS4. Many of our pupils arrive with low levels of literacy especially in reading and our Literacy Leader within the English Faculty is developing accelerated learning opportunities. In addition, many of our pupils struggle with the ability to understand and work with numbers which is why in September 2018 we introduced numeracy as an additional lesson for pupils in Year 7 within Maths.



Key Stage 4

We have introduced personalised learning pathways for all our pupils to embrace the more flexible nature of the 14-19 curriculum. Vocational opportunities are being extended using our own provision and in collaboration with a range of other partners. We are continually reviewing new courses to cater more effectively for our pupils. Central to our success is effective targeting and assessment of our pupils' needs and matching that to their own Individual Learning Plan.

Pupils are placed in to sets in core subjects as well as in some other subjects. The majority of pupils follow GCSE and BTEC courses, with three separate sciences offered to the more able. Pupils are encouraged to take at least one foreign language, but the opportunity exists to take three – French, Spanish and German.

We currently offer vocational courses in Health and Social Care, Business and Computing, Dance, Music, Sports Science and a range of other vocational subjects through our links with neighbouring colleges.

Other subjects are offered to GCSE level – Mathematics, English Language, English Literature, Biology, Chemistry, Physics, History, Geography, Art, Media Studies, RE, Music, Drama, Engineering, Food Technology, Design, French, Spanish and German. Other vocational and work-related curriculum activities are offered through a number of projects and schemes, some instigated locally and also through national organisations.

To celebrate attainment and achievement we are introducing unitised certification and Entry Level Qualifications throughout the curriculum.



STEM is a strength of the school, and we are proud that this has been acknowledged through the Excellence in STEM Award – we were the first school in West Yorkshire to have been presented with this award. The appointment of a Leader of STEM ensures we have a focus across the STEM subjects to work collaboratively across the curriculum and in the development of extra-curricular provision and opportunities.

Sixth Form – Denys Salt Sixth Form Centre

The KS5 leadership team rigorously monitors the progress of each individual student and has established high expectations supported by mentor programmes and quick response systems to underachievement. This is clearly understood by students, parents, carers and members of staff and has proven very effective. After the challenges of COVID-19 examination performance in 2022 was at its highest with 40%of grades at A*– A. Our Value Added also increased. NEET is 0% for Years 12 and 13. Progress outcomes for GCSE English and Maths continue to show improvement; in Maths, students improve by over half a GCSE grade and in English the average improvement in attainment is over one third of a grade. The Leadership in Sixth Form has become more rigorous with a Director of Sixth Form and a Sixth Form Manager who closely monitor student progress and are responsible for partnership work with Faculty Leaders to deliver effective intervention to ensure students are on track to achieve their best; they also have responsibility for student wellbeing.

The following A Level courses are offered:

English Language, English Literature, Mathematics, Further Mathematics, Art, Photography, Biology, Chemistry, Computer Science, Criminology, Product Design, Economics, French, Geography, German, History, Media Studies, Music, Physics, Psychology, Religious Studies, Sociology, Spanish and Textiles.

The following Vocational courses are offered:

Business, Performing Arts Dance, Health & Social Care, Performing Arts Music, Applied Science, IT and Sports Science.

Activities

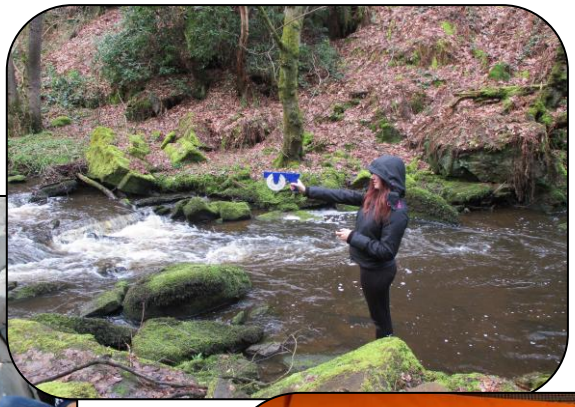


Drama/dance productions and musical performances are a feature of school life and many national companies use our school as the focus for theatre workshops. School productions are many and varied. Since moving into our new school, we have had annual productions including Joseph and his amazing technicolour dream coat, Little Shop of Horrors, Jane Eyre, Alice in Wonderland, Beauty and The Beast, The Wizard of Oz, High School Musical, Strictly Musicals and Annie. We have a choir, orchestra, jazz band and smaller ensembles which perform on a regular basis in the locality and further afield.

Our Award Ceremonies celebrate the diversity of our pupils' successes, seeing us move away from one large Presentation Evening to a series more pertinent to each Key Stage.

Various exchanges and visits are undertaken each year with other European countries. We have previously, successfully worked in partnership with Amandus-Abendroth Gymnasium in Cuxhaven Germany as part of a two-year Comenius project which included pupils from different year groups creating an animated film with a professional animator: "The Young Musicians of Cuxaire"; we have recently completed a three-year Erasmus Plus project to produce a Language Learning App – "Appy to Learn"

Sporting achievements and activities have a high profile and we offer a diverse range of opportunities for sport, health and wellbeing; our PE Faculty was revised in 2015 to include Outdoor Education which includes cycling, orienteering, an annual residential to Bewerley Park as well as a successful Duke of Edinburgh (DofE) programme – we became a DofE Direct Licensed Centre in 2015 with pupils completing the Gold Award and being presented with certificates at St James' Palace as well as a significant number on the Bronze Award starting at the latter stages of Year 9. We also organise skiing trips to the USA and Europe; water-sports trips to the Ardeche; visits to London to enhance learning in Media Studies, Art, History, Science and Economics as well as visits to Edinburgh, Paris, power stations and research centres.











Application Process

Post: **Headteacher**

Scale: **Leadership Spine Range L33 – L39**

Please complete the application form and additional information/personal statement in support of your application. The personal statement should be no more than two sides of A4 size paper in font size 10.

Partially completed forms will be questioned.

Closing Date for applications: 9:00am on Wednesday 1 November 2023

Please return all applications to:

Jane Collett
HR Manager
col@titussaltschool.co.uk

Selection Process: on Friday 3 November 2023

Interviews will take place on 13, 14, 15 November 2023

We are afraid that we cannot write to unsuccessful applicants, so if you do not hear from us again, may we thank you for your interest in our school and wish you every success in the future.

We look forward to receiving your application

Visits to the school are welcomed, please email col@titussaltschool.co.uk to make arrangements.

Group visits will take place during the afternoon of Thursday 12 October 2023 and the morning of Friday 13 October 2023

Headteacher

Leadership Spine Range L33 – L39

The following information is provided to assist teaching staff to understand and appreciate the work content of their post and the role they are to play in the school. However, the following points should be noted:

- To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.
- To work within the National Standards for Headteachers as published by the DfE.
- The details set out below describe the main duties and responsibilities relating to the post; however, a document such as this does not permit every item to be specified in detail, nor does it direct the particular amount of time to be spent on carrying them out, and no part of it can be so construed.
- All teachers must adhere at all times to the school's Child Protection and Safeguarding policy ensuring all concerns are immediately passed on to the school's Designated Safeguarding Lead or one of the Sector DSLs.

The role of the Headteacher

The distinct role of the Headteacher is to support and challenge, as well as be supported and challenged by the Governing Body to provide professional and strategic leadership and management of the school's Strategic Priorities. The distinct role of Headteacher at Titus Salt School is to ensure there is positive progress and continued improvement within the well-established and highly successful ethos of **t**ogether - **r**esilient - **a**mbitious - **c**aring.

It is imperative that this ethos is maintained through strong leadership and effective systems which are embedded within the Distributed Leadership Model. It is the responsibility of the Headteacher to ensure members of staff are effectively supported and challenged in their individual roles and as members of teams, to provide high quality education that is inclusive of all children and young people at the school.

Children and young people are at the heart of what the school does, and it is the Headteacher's responsibility to ensure the school is able to withstand the challenges of change to national policy on the curriculum, assessment, inspection and keeping children safe in education. Alongside this, the Headteacher is responsible for ensuring Titus Salt School continues to be a school of choice for parents and carers; a place where members of staff are happy to work and commit to doing their best.

Expectations and Professional Conduct

- The Headteacher is expected to demonstrate consistently high standards of principled and professional conduct.
- The Headteacher is expected to meet the Headteachers' Standards and be responsible for providing the conditions in which teachers can fulfil the required teaching standards as set out by the DfE.
- The Headteacher is expected to uphold and demonstrate the Seven Principles of Public Life at all times, these form the basis of the ethical standards expected of public office holders:
    - selflessness
    - integrity
    - objectivity
    - accountability
    - openness
    - honesty
    - leadership

- The Headteacher is expected to uphold public trust in leadership and maintain high standards of ethics and behaviour. Both within and outside school:
    - build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
    - show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
    - uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
    - ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

- As leaders of their school community and profession, the Headteacher is expected to:
    - serve in the best interests of the school's pupils
    - conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
    - uphold their obligation to give account and accept responsibility
    - know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities

- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Professional Standards

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for pupils. Together with those responsible for governance, they are custodians of the nation's schools.

School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance 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

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 formative assessment

Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

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

Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with 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

Professional development

- ensure members of 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

Organisational management

- ensure the protection and safety of pupils and members of staff through effective approaches to safeguarding as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure members of 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

Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their 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

Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that members of 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

Appraisal and CPD

To support Appraisal and CPD monitoring of individuals/groups by:

- Participation in the school's Appraisal system, this is linked to the national Teachers Standards.
- Specifying areas for development identified through the Faculty Review/Development Plan and with regard to individual needs and aspirations.
- Involvement in the Professional Development Review systems and processes.
- Overseeing the effective induction and development of ECTs and new members of staff.
- Participating in staff development schemes as implemented by the school.
- Exploring opportunities to extend own personal development.

Fluency Duty

In line with the immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard – for this role, the post holder is required to meet the Advanced Threshold Level - The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

Notes

- This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteachers.

Personnel Specification

Headteacher

Key:
D = Desirable E = Essential A = assessed at application I = assessed at interview P = Pre-employment check including references

Headteacher Domain	

Qualifications and Training	**D or E**	**How Assessed**
• Degree and Qualified Teacher Status (QTS)	E	A, P
• Holds a National Professional Qualification (NPQH) or equivalent experience	E	A, P
• Evidence of continuing professional development and a willingness to continue further development as appropriate	E	A, I
• Other relevant professional qualifications	D	A, P
• Experience of supporting CPD	D	A, I

Experience	**D or E**	**How Assessed**
• Senior Leadership experience in more than one large mixed comprehensive school with successful experience in one as a Headteacher or Deputy Headteacher	E	A, P
• Demonstrate vision and values in everyday work and practice	E	A, P
• An inspirational leader, able to motivate and empower staff	E	A, I
• Ensure creativity, innovation and use of appropriate technologies to achieve excellence	D	A, P
• Able to make difficult decisions and follow them through.	E	A, I
• Able to demonstrate the implementation of a coherent vision supported by effective strategies and operational effectiveness	E	A, I
• Experience of excellence in secondary teaching practice, including appropriate teaching and learning styles; ensuring learning is at the centre of strategic planning and resource management	E	A, I

• Demonstrable experience of developing, reviewing and implementing a school's strategic plan, together with the Governing Body, ensuring that key objectives are used to develop School Improvement Plans	E	A, I
• Demonstrable experience of leading, recruiting, retaining and engaging highly motivated leadership teams	E	A, I
• Demonstrable experience of building and implementing a culture of high performance, accountability and ethical standards across all staffing groups within the school	D	A, I
• Demonstrable experience of creating an environment and culture that raises attainment, sets high expectations and continually raises standards of teaching and learning	E	A, I
• Able to implement a climate of learning which enables the best possible outcomes for all pupils	E	A, I
• Demonstrate experience of linking and evaluating school data to a forward-facing vision and strategy	E	A, I
• Experience of building productive, trusted relationships and successful partnerships with a wide range of stakeholders	E	A, I
• Able to demonstrate commercial acumen and understands the principles of best value	D	A, I

Specialist Knowledge and Skills	**D or E**	**How Assessed**
• Committed to delivering a broad and balanced curriculum, which includes innovative approaches to enrich the experiences of all pupils	E	I
• Able to develop school self-evaluation and its link with school improvement and Ofsted inspection processes	E	I
• Up to date knowledge of Curriculum Intent, Implementation and Impact especially Curriculum Design and Spiralisation	E	A, I
• Knowledge and application of setting high expectations and monitoring progress to continually raise standards of teaching and learning and outcomes for pupils	E	I
• Operates with financial astuteness within clear set of principles centred on the school's vision	E	A, I
• Up to date knowledge of national policy, legislation, financial frameworks and school governance	E	A, I
• Ability to analyse and interpret comparative data, establishing benchmarks and set targets for improvement	E	A, I
• Ability to embed clear quality assurance systems that drive consistency and improvement in performance across the school	E	A, I

• Experience of networking and working collaboratively with other schools and education providers, agencies, the wider community, multi-faith communities and businesses involving them in enriching the learning experience of pupils	D	A, I
• Ability to engage in a partnership with parents and carers to enhance pupil's enjoyment, wellbeing, achievement and personal development	E	A, I

Personal Qualities including Leadership	**D or E**	**How Assessed**
• Abides by the framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles)	E	I
• Treats people fairly, equitably and with dignity to create and maintain a positive ethos	E	I
• Prepared to challenge staff and established ways of working to move the quality of school provision forward	E	I
• Manage financial and human resources effectively and efficiently to achieve educational goals and initiatives	E	I
• The ability to challenge established ways of working	E	I
• Ability to establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community	E	A, I
• Ability to champion and sustain a culture which is inclusive, supportive, promotes diversity and equality, with ambitious expectations for all pupils	E	A, I
• Create a culture where SEND pupils experience a positive and enriching school life regardless of age ability, aptitude or SEND	E	A, I
• Is a visible and high-profile role model with a professional approach that demands excellence, confidence, trust and respect through inspiring and empowering staff to succeed	E	A, I
• Ensures staff have access to high quality, sustained professional development opportunities to raise standards of teaching and learning for all pupils	D	A, I
• Ensure rigorous approaches to identifying, manages and mitigating risk	D	A, I
• Committed to safeguarding, inclusion and promoting the welfare of all stakeholders	E	A, I
• Visionary educationalist who ensures pupil outcome are relevant and meet societal needs	E	A, I

Equal Rights

Titus Salt School is an equal rights employer. We require our Governors and staff to follow our equality policies and all statutory requirements concerning age, race, religion, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements. As an equal rights employer, Titus Salt School is committed to making any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Safeguarding

We are an equal opportunities employer and are committed to the protection and safeguarding of children and young people in our recruitment procedures. We adhere to statutory guidelines in respect of safer recruitment though a variety of checks which will include online searches on all shortlisted candidates. All posts are subject to an enhanced DBS check and eligibility to teach/work in our school will be checked with the DfE.

Fluency Duty

This role is customer facing and therefore in line with the Immigration Act 2016; all applicants must be able to demonstrate fluency of the English Language to the level defined in the job description.

Chair of Governors	**Shirley Craven**
Address	**Titus Salt School** **Higher Coach Road** **Baildon** **Shipley** **BD17 5RH**
Telephone	**01274 258969**
Website	**www.titussaltschool.co.uk**