

Sunfield

Job Description

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| Position: | Head Teacher - Rudolf Steiner Education |
| Post Reference No: | BSS00042 |
| Grade: | L14-15 |
| Responsible to: | Principal of Sunfield |
| Accountable to: | Trustees of Sunfield School |
| Location: | Sunfield |

Job Purpose

To lead and develop the school as a contemporary Rudolf Steiner school for children and young people with Autism and complex learning needs. This includes providing leadership for the school which secures its success and continuous improvement, ensuring high quality education for all its students and the highest standards of learning and achievement in accordance with statutory and Ofsted requirements and the vision, and method of Ruskin Mill Trust.

The post holder will be expected to embrace, articulate and work with the School's and Ruskin Mill Trust's objectives, vision, values, purpose and method. S/he will ensure that the Ruskin Mill Trust's paradigm of biodynamic agriculture, Anthroposophical medicine and Practical Skills Therapeutic Education, which is informed by Steiner Education, is maintained, implemented and integrated within the provision of the School and College provision.

As the school is part of the collaborative provision of Ruskin Mill Trust, which consists of colleges, schools, children's homes and residential provision, the post holder will contribute to the whole life of the School, College and residential provision. Always remembering that our core purpose is to improve the education and care of the children and young people at each provision and s/he will be required to work collaboratively with the leaders of each provision.

The post holder will be required to be the Designated Safeguarding Lead (DSL) for the school.

The post holder will be a member of the Senior Leadership Team for Sunfield and will be required to fulfil duties commensurate with this position.

The post holder will be required to carry out their duties at all premises, some of which are located a distance from the main site and at such other places as may reasonably be required.

Evening and weekend working will be required.

The post holder will be on the on-call system.

Corporate Contribution

The post holder will be expected to contribute to the Trust as a whole as required and uphold the underpinning values and philosophy Ruskin Mill Trust at all times.

Main Duties

Qualities and knowledge

1. Knowledge, ability and willingness to develop an innovative curriculum that is developed out of the Ruskin Mill context of biodynamic agriculture and land-management, braiding contents and method of the Steiner Curriculum with the assessment criteria of the National Curriculum and nationally accredited qualifications.
2. Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
3. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
4. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
5. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
6. Work 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.
7. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish 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.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

6. Hold all staff to account for their professional conduct and practice.
7. Develop a food and nutrition culture so that pupils are supported in their development through appropriate nutrition.

Systems and process

1. Drive the school development rigorously to achieve outstanding results for each and every pupil as well as with regards to Ofsted grading and full compliance with the Independent School Standards.
2. 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.
3. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
4. Establish 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.
5. Welcome 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 Deputy Principal (Education) to account for pupil, staff and financial performance.
6. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
7. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The self-improving school system

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
5. Lead staff to understand and implement the paradigm of Steiner Education through staff training so as to develop the school as a contemporary Rudolf Steiner School for children and young people with complex learning needs.

6. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
7. Inspire and influence 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.

General

1. To share the School's commitment for promoting and safeguarding the welfare of children and young adults.
2. To be responsible for promoting and safeguarding the welfare of pupils, children and vulnerable adults that you come into contact with.
3. To carry out the above duties in accordance with the School's Health and Safety Policy.
4. To actively support and promote equality and diversity throughout the School.
5. To work collaboratively with other staff within the School and any of its associated organisations.
6. To work with the students as and when required.
7. To comply with all the policies and procedures of the School as contained in the booklet entitled "Brantwood Specialist School - Statement of Purpose, Policies and Procedures".
8. To maintain exemplary standards of professionalism, honesty and respect at all times, and not abuse the privilege of access to confidential information.
9. To be responsible for the care and development of your working area.
10. To attend meetings and appraisal as required.
11. To undertake training and development as required by the Principal, the Director of PSTE and the Hiram Education and Research Team. To be committed to professional self-development, including continuing professional development through participation in in-service training as necessary for successfully carrying out the role.
12. To attend mandatory and statutory training provided by the Principal and the Hiram Education and Research Team as required.
13. To act in a positive and supportive manner at all times projecting a positive image of the School and its associated organisations.
14. To undertake any other duties appropriate to this level of post which will evolve as the job progresses until the job description is reviewed.
15. To work additional hours as shall be necessary to discharge properly the duties and responsibilities outlined in this job description.

Staff Management and Supervision

The Head Teacher has direct staff responsibility for the Teachers and other designated staff, but has overall responsibility for all staff within the School relating to teaching and learning.

Liaison

To liaise with all staff employed within the School, the children's homes (where appropriate) the colleges, Transform Residential Limited, Ruskin Mill Trust, parents, students, professional bodies, external consultants, and any outside bodies as and when required as directed by the Principal.

Job Revision

This job description should be regarded as a guide to the duties required and is not definitive or restrictive in any way. The duties of the post may be varied from time to time in response to changing circumstances. This job description does not form part of the contract of employment.

Where the post holder is disabled or becomes disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable job redesign will be given full consideration.

Person Specification / Training and Development Requirements

Position: Head Teacher

The following are the criteria that will be used for Shortlisting

The qualifications, skills and experiences that we are looking for are:

| Qualification, Skills and Experience | Essential/Desirable |
|---|---------------------|
| Full teaching qualification and Qualified Teacher Status | Essential |
| Completed or working towards a qualification in Steiner Pedagogy (Ruskin Mill Teacher Development Programme; Steiner Teacher Training Certificate; Social Pedagogy or equivalent) | Essential |
| Experience of in working in an Anthroposophical organisation | Desirable |
| Experience of working in a residential setting | Desirable |
| Experience of leading and managing change to deliver improved performance. | Essential |
| Evidence of innovative and successful management performance, ideally in staff development. | Essential |
| Experience of having led, or significantly contributed to the success of a department or small organisation through its leadership, ethos, teaching and results. | Essential |
| Able to evidence experience of successful implementation of quality assurance processes to address concerns or identified areas of improvement | Essential |
| Up to date knowledge about current legislative frameworks which will impact on this waking curriculum provision | Essential |
| Experience of working within a complex organisation | Essential |
| Knowledge of Rudolf Steiner Holistic Education with particular reference to the works and insights of John Ruskin and William Morris | Desirable |
| Adaptable and shows initiative | Essential |
| High level of personal resilience | Essential |
| High level of emotional and social intelligence | Essential |

Once appointed, the post-holder must complete the following trainings and qualifications within the timescales set

| Training or Qualification | Name | Timescales for completion | Length of programme |
|------------------------------|--|--|--|
| Qualifications and Trainings | Steiner Teacher Training Certificate | To be individually agreed with the post holder | 2 years |
| | 7 Fields of Practice (Internal training) | First available opportunity | 8 days over a period of 1 year |
| | Safeguarding - Internal Policies and Procedures | Within 2 months of commencing role | 3 hours |
| | Local Safeguarding Children's Board foundation and advanced training | At the first training opportunity | Variable depending on safeguarding board |
| | Equality and Diversity | Within 2 months of commencing role | 2 hours |
| | Safer Recruitment in Education | Within 3 months of commencing role | On-line training |
| | MAPA Training (De-escalation and Restraint Training) | At the first training opportunity | 2 days |
| | Craft / Research | As agreed with the line manager | 1 day per week for a minimum of 3 months |