

# Sunfield Children's Home Ltd

## Job Description

<b>Position:</b>	<b>Executive Head Teacher, Sunfield Children's Home (Rudolf Steiner Education)</b>
<b>Field of Practice:</b>	<b>Practical Skills, Therapeutic Education and Transformative Leadership and Management (Field 2, 4 and Field 7)</b>
<b>Post Reference No:</b>	<b>SUN10001</b>
<b>Grade:</b>	<b>Executive Level 2</b>
<b>Responsible to:</b>	<b>Executive Principal</b>
<b>Accountable to:</b>	<b>Trustees of Sunfield Children's Home Ltd</b>
<b>Location:</b>	<b>Sunfield Children's Home</b>

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### Job Purpose

To lead and develop the Sunfield as a contemporary Rudolf Steiner school and children's home for children and young people with Autism and complex learning needs. This includes providing leadership for the school and homes which secures its success and continuous improvement by ensuring the continued transition towards Rudolf Steiner / Ruskin Mill Trust methods, 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 Sunfield'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, holistic care and support, 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 and children's home 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 lead the Senior Leadership Team for Sunfield, will work with Ruskin Mill Trust to inaugurate new trainings drawn from the Ruskin Mill Trust's Seven Fields of Practice, 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**

To articulate and manifest the vision and method of the Trust and Practical Skills Therapeutic Education in order to support the re-imagination of the child's potential, shape their own future with regard to the operation and development of the Provision.

### **Systems and process**

1. Drive Sunfield's development rigorously to achieve outstanding results for each and every pupil as well as with regards to Ofsted grading and full compliance with the Children's Homes Regulations and Independent School Standards.
2. Ensure that Sunfield's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
3. 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.
4. 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 Senior Leadership Team to account for pupil, staff and financial performance.
5. Exercise strategic, Rudolf Steiner curriculum development, in which financial planning budgets and resources are maintained along with the school's growth strategy, in the best interests of the children's achievements and the school's sustainability.
6. 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.
7. To prepare reports in a timely manner for the Executive Team and Trustees as required under the direction of the line manager or Trustees.

### **Education**

1. 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 in which the festivals are fully celebrated as part of the school's sense of belonging to ensure, where appropriate, nationally accredited qualifications.

2. Develop an outdoor curriculum with Trust colleagues, enabling the environment and land work to enrich sensory development.
3. To work effectively with children with complex needs including autism, ADHD, mental health difficulties and challenging behaviours. To lead, manage and support staff to enhance the educational, residential and life experiences of pupils.
4. To ensure the establishment and centrality of the child in the Student Study as an organising principle for progress and development.
5. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve in line with the Trust's methods, Steiner Curriculum.
6. Sustain wide, current knowledge and understanding of education, school, children's homes systems locally, nationally and globally, and pursue continuous professional development.
7. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.
8. Ensure the delivery of Rudolf Steiner medical/therapeutic based methods, including eurythmy, art and massage.

#### **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 nutrition and food culture so that students are supported in their development through appropriate nutrition.

#### **Children's Home**

1. Oversee the residential provision to ensure that the children's homes are safe, warm and welcoming and embrace the 7 Fields of Practice in particular Holistic Support and Care.

2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school, homes and in the wider society.
3. To ensure that each child is provided with the appropriate opportunities to develop life skills and positive and constructive social activities commensurate with their age, interest and abilities and that diversity is taken into account by creating and maintaining an ethos where equality and diversity is fully embedded.
4. To ensure that every home fully understands and embraces the Trust's policies and processes in relation to safeguarding, and collaborates closely with the designated safeguarding lead to ensure compliance.
5. To ensure that the homes and school are adequately resourced with an appropriate mix of skills, experience and personalities, and that rotas are managed effectively to maintain a safe and well led provision.
6. To collaborate closely with the HR team to assure the calibre of the care team, contributing to recruitment, induction, training and performance management processes.
7. To manage all aspects of the home ensuring compliance with all legislation as a minimum, leading a team of care professionals to create both positive and measurable outcomes for every child, every time.
8. To manage all aspects of the homes in accordance with the Statement of Purpose, including the programmes of care and placement plans, maintaining commitment to the ideals and principles of a person-centred therapeutic service ensuring consistency of approach.

### **The self-improving School/Children's Home**

1. To collaborate closely with external agencies and professionals to deliver the best possible outcome for each child, ensuring effective, professional communication and working relationships at all times and acting upon recommendations from external inspections.
2. To work closely with the Ruskin Mill Trust Team and the Ruskin Mill Trust's Steiner Schools Advisor to ensure that the school excels as a Ruskin Mill Trust Rudolf Steiner School.
3. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
4. To ensure that every member of staff and visitor fully understands and embraces the Trust's policies and processes in relation to safeguarding, and collaborates closely with the designated safeguarding lead to ensure compliance.
5. 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.
6. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff

7. Lead staff to understand and implement the paradigm of Steiner Education through staff training so as to develop the school and children's home as a contemporary Rudolf Steiner School for children and young people with complex learning needs.
8. Model entrepreneurial and innovative approaches to school and home improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
9. Inspire and influence others - within and beyond Sunfield - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
10. To support the work undertaken by students of the Field Centre
11. To actively undertake research under the supervision of Aonghus Gordon the Founder of Ruskin Mill Trust.

### General

1. To share the Trust's commitment for promoting and safeguarding the welfare of students.
2. To be responsible for promoting and safeguarding the welfare of students, children and vulnerable adults that you come into contact with.
3. To carry out the above duties in accordance with the Trust's Health and Safety Policy.
4. To actively support and promote equality and diversity throughout the Trust.
5. To work co-operatively with other staff within the Trust.
6. To work with students as and when required.
7. To comply with all the policies and procedures of the School.
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 for your working area.
10. To deliver training or development opportunities as required.
11. To maintain a 'duty of candour' and to be open and honest at all times, ensuring that concerns are raised promptly through the appropriate management routes.
12. To attend meetings and supervision as required.
13. To undertake training and development as required by the School, the Trust and the Hiram Education and Research Team. To be committed to professional self-development, through participation in-service training as necessary for the successful carrying out the role.

14. To undertake work related continued professional development (CPD) as required by the post.
15. May, from time to time be required to work additional hours as shall be reasonably necessary to discharge properly your duties and responsibilities outlined in this job description.
16. To undertake any other duties appropriate to this level of post which will evolve as the job progresses until the job description is reviewed

### **Staff Management and Supervision**

The Executive Head Teacher, Sunfield - Rudolf Steiner Education has direct staff responsibility for the Deputy/Assistant Head Teacher(s), Teachers, Head of Care, Head of Safeguarding and care personnel 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, Sunfield School - Rudolf Steiner Education

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

<b>Qualification, Skills and Experience</b>	<b>Essential/Desirable</b>
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