

Clervaux Garden School (The Trust)

Job Description

Position:	Head of School - Clervaux Garden School
Field of Practice:	Practical Skills, Therapeutic Education and Transformative Leadership and Management (Field 2, 4 and Field 7)
Post Reference No:	RMT101
Grade:	15: 16
Responsible to:	Director of School
Accountable to:	Directors of Clervaux Garden School
Location:	Clervaux Garden School, Darlington

Job Purpose

To work collaboratively with the Director of Schools to lead and develop Clervaux as a contemporary Rudolf Steiner school for children and young people with Autism and complex learning and behavioural needs. This includes providing leadership for the school which secures its success and sustained improvement by ensuring the continued implementation of Rudolf Steiner/ Ruskin Mill Trust methods. The post holder will ensure Clervaux Garden School provides a high quality education (Good and Outstanding) for all its students and meets the highest standards of learning and achievement in accordance with statutory and Ofsted requirements whilst applying Ruskin Mill Trusts vision and methodology.

The post holder will also carry out the role of Designated Safeguarding Lead.

To 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 school.

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 lead the school team and will work with Ruskin Mill Trust to inaugurate new trainings drawn from the Ruskin Mill Trust's Seven Fields of Practice and implement the learning, and will be required to fulfil duties commensurate with this position.

The post holder will be expected to lead a strong intention of working with the outdoor curriculum and link it in to the pre-precursors of learning.

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 and uphold the underpinning values and philosophy of Ruskin Mill Trust at all times.
- To articulate and manifest the vision and method of the Trust and Practical Skills Therapeutic Education to support the re-imagination of the child's potential, shape their own future with regard to the operation and development of the Provision.
- To work with other leaders at Clervaux to ensure all aspects of operations in Darlington, including the School, the Fold, the Rise and Residential Services are communicating effectively and working together to achieve the best outcome for all service users.

Key Area of Responsibility

Education

1. Develop and implement 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 ensure that festivals are incorporated into the teaching and learning and planned within the curriculum.
4. To work and support all school staff to work effectively with children with complex needs including autism, ADHD, mental health difficulties and challenging behaviours
5. To take a lead on Child study's, working closely with the HEART Coordinator, Land Team, Care, Education and Therapy

6. To work with the Senior Leadership Team to ensure the establishment and centrality of the child in the Student Study as an organising principle for progress and development.
7. 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 and the Steiner Curriculum.
8. Sustain wide, current knowledge and understanding of education regulations and systems locally, and nationally and pursue continuous professional development.
9. To comply to the Independent School Standards, ensuring that all standards are met and that all staff are working within these standards.
10. To support the Director of Schools to communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.
11. To ensure that the delivery of Rudolf Steiner medical/therapeutic based methods, including eurhythmmy, art and massage are available to all young people as needed.
12. Establish creative, responsive and effective approaches to learning enabling children with complex needs and autism to engage, enjoy and achieve
13. To oversee the assessment of pupils' progress in school, maintaining an overview of assessment procedures and moderation.
14. Together with the Director of Schools and Director of PSTE, to oversee the evaluation of classroom practice and improvement strategies.
15. Celebrate excellence and challenge poor performance across the school, gaining advice and support from the Department of Human Resources as required.
16. To lead the creation and continual progress made on the School Evaluation Form (SEF)
17. To act as Ofsted Nominee on all inspections
18. Lead and manage teaching and learning in and beyond the classroom; evaluate and develop teachers' performance as part of the culture of continual improvement and learning.
19. Monitor and evaluate data relating to academic progress with all teachers and report results and analysis to the Regional Director and Trustees

20. Working in partnership with the Director of Schools and Head of Care, ensure that Parents, Placing Authorities and Trustees receive relevant and timely information relating to young people's learning and progress.
21. Through effective collaboration with colleagues across the Trust, ensure that young people have suitable opportunities to accredit their learning and progress.
22. To ensure the delivery of assemblies and the PSHE and British Values curriculum across the school.

Safeguarding

1. To act as Designated Safeguarding Lead until the growth of the School supports the growth of the Clervaux Garden School SLT.
2. Working closely with the Trust Head of Safeguarding, ensure that the safeguarding of children and young people at Clervaux is a priority and rigorously embedded.
3. Ensure there are effective child welfare and child protection processes in place and these are followed in accordance with the Clervaux/RMT safeguarding policy and procedures
4. Ensure that all school staff receive relevant safeguarding induction, CPD and annual refreshers commensurate with their roles and responsibility.
5. Ensure all school staff are issued with latest version 'Part One: Safeguarding Information for All Staff, Keeping Children Safe in Education and 'What to do if you are worried a child is being abused- advice for practitioners' on appointment and annually.
6. Read, understand and adhere to the Clervaux/RMT safeguarding policy and procedures.
7. Staff to be made aware of what action to take if they have a concern about the conduct of a colleague, the home manager or any member of staff employed at Clervaux and how to report these in accordance with the Clervaux policy and procedures.
8. Operate safer recruitment principles, by being actively involved in the recruitment process, including ongoing vigilance.
9. Ensure all school staff are aware of the NSPCC Whistleblowing Helpline.

Managing the school

1. To lead the day to day smooth running of the school including ensuring that all classes are appropriately staffed.
2. To create the timetables for the school
3. To support the induction of new staff.
4. To manage the school's premises and resources ensuring that all Health and Safety/Maintenance concerns are reported and resolved in a timely manner.
5. To ensure that the aesthetics of the school represent the vision and values of Ruskin Mill Trust and work positively with the team to ensure that the classrooms support the children and young people's needs and are aesthetically pleasing.
6. Work as part of the Senior Leadership Team to develop and implement Clervaux and Ruskin Mill Trust's strategic plan and to ensure that key site-wide policies are implemented effectively within school.
7. To prepare and present relevant information to the Director of Schools and trustee sub-committees.
8. To lead the Education Team: to recruit, retain, develop and deploy staff, making the most effective use of their skills, expertise and experience to raise standards.
9. To lead the Education Team in the organisation of relevant groupings of children to ensure effective teaching and learning takes place and that children's personal development needs are met.
10. Working with the Director of Schools, to manage the school's human and financial resources effectively to ensure both financial stability and a continued focus on Quality Improvement
11. To actively promote and be a role model cross Trust and inter departmental/team collaboration and the achieving of integrated service delivery.
12. To work in collaboration with the other schools and Head Teachers providing support when required.

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 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. 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.
5. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
6. With support of the Trust 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.
7. Model entrepreneurial and innovative approaches to school and home improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
8. Inspire and influence others - within and beyond Clervaux - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
9. To support the work undertaken by students of the Field Centre
10. 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 Head of School - Clervaux Garden School has direct staff responsibility for all staff working at Clervaux including: Senior Teacher, Teachers, Teaching Assistants, Tutors, Land Manager, Land Workers, Farmer and other designated staff as well as volunteers.

Liaison

To liaise with all staff employed within the School, the children's homes (where appropriate) the colleges, 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 of School

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

Qualification, Skills and Experience	Essential/Desirable
Full teaching qualification and Qualified Teacher Status	Desirable
Completed or working towards a qualification in Steiner Pedagogy (Ruskin Mill Teacher Development Programme; Steiner Teacher Training Certificate; Social Pedagogy or equivalent)	Desirable
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	Ruskin Mill Trust Leadership training (to be designed)	To be individually agreed with the post holder	2 - 3 years
	7 Fields of Practice (Internal training)	First available opportunity	8 days over a period of 1 year
	Holistic Support and Care	Within 2 months of commencing role	3 days plus follow up
	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
Pedagogical Potential of Craft or Biodynamics, Growing Land Growing People	To commence within the first 12 months	1 or 2 year course	