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| **Job Description** – **Executive Principal, SEMH and Alternative Provision** |  |

Responsible to the Chief Executive Officer

Salary: SFCA Leadership Range (L18 – L20)

Hours: Whole year with 40 days holiday entitlement.

The Executive Principal will have Trust-wide strategic responsibility for the development, oversight and continuous improvement of all SEND pathways across the Trust; including providing overarching leadership to the Senior Leadership Team at Bishopton PRU, our specialist Alternative Provision hubs, supported internships and commissioned placements from 11 to post compulsory education. The postholder will be an experienced trauma - informed senior leader with a strong track record of improving outcomes for pupils with a variety of complex needs including SEMH, SEN/D and with experience of post 16 transitions.

They will ensure high standards of education, care and ambition across all AP settings, and will lead on developing an inclusive, aspirational curriculum, supporting reintegration, transitions, therapeutic interventions and partnerships with health, social care, further education and employers, Local Authorities and School Leaders.

This is a pivotal role in the Trust’s leadership structure, ideal for an ambitious and compassionate leader who can balance high expectation with deep understanding of need. As Executive principal you shape the future of the PRU and alternative provision across our Trust, improving the life chances of some of our most vulnerable young people.

**Aims and Purpose of the job:**

* Lead and develop the Trust’s strategic vision for inclusive and therapeutic and technical vocational education within PRU and AP contexts.
* Shape and embed trust-wide policies and frameworks for SEND, SEMH, and AP that meet the complex needs of pupils referred in a variety of settings.
* Working with key stakeholders create a comprehensive growth strategy for the provision, linked to curriculum development and local area plans, covering evenings, weekends and holiday periods.
* Ensure the Trust shared ambitions are embedded in all aspects of work within the provision and that all decisions contribute to delivering the Trust shared objectives
* Be a key member of the Trust Leadership Team, contributing to overall school improvement, safeguarding, and inclusion strategies.
* Staff management, leadership and development of the functions reporting to the role
* Lead on effective liaison and relationship building across the community to ensure full representation at forums such as LEP’s, Round Table Events, local authority - forging employability, and entrepreneurship links across the region.

**Key Responsibilities:**

**Strategic Leadership**

* Provide visible, values driven leadership across the Trust’s PRU and AP network
* Develop and deliver the Trust’s vision for therapeutic, inclusive and high needs quality alternative provision
* Work closely with the Trust’s CET and SLT to co-author and implement a Trust-wide strategy for AP growth, improvement and impact
* Lead a culture of ambition and inclusion, ensuring all students receive a bespoke trauma-informed curriculum offer with progression to post 16 and/or reintegration

**Operational Leadership**

* Act as the Executive Principal, ensuring strong safeguarding, attendance, curriculum and pastoral systems are in place
* Line manage Bishopton’s senior leadership team, including, SENCO and Behaviour Leads
* Oversee admissions, transitions and safeguarding practices, including LA Liaison
* Lead whole-centre improvement planning, self-evaluation and curriculum development
* Lead on local authority and regulatory visits including Ofsted for Bishopton

**Trauma Informed and Behaviour leadership**

* Lead and model trauma-informed practice and relational support
* Ensure all AP staff are trained in de-escalation, regulation, Team Teach and therapeutic intervention approaches
* Design and deliver Staff CPD on behaviour specialisms, safeguarding, SEND and inclusive pedagogy
* Oversee implementation of relational behaviour frameworks across all of the Trust’s AP settings

**Careers, Reintegration and Destinations**

* Lead on the strategic development of high-quality CEIAG across AP settings in the Trust
* Design transition pathways to ensure pupils move successfully into education, employment or training post 16.
* Create reintegration frameworks to support successful return to mainstream or specialist settings
* Build stronger employer, FE and community partnerships across the region

**Quality Assurance and Accountability**

* Work with the Director of Quality and Curriculum to design QA processes specific to AP setting including technical and vocational education.
* Lead data-informed improvement planning with clear accountability for pupil outcomes, wellbeing, attendance and progression
* Carry out learning walks, curriculum reviews and staff coaching
* Lead on safeguarding reviews and ensure full compliance across all sites
* Foster strong, positive and cohesive relationships with staff under your supervision

**External Engagement and Advocacy**

* Represent and hold an ambassadorial role for the Trust at strategic regional/national events related to AP, behaviour, SEND and reintegration
* Build strong relationships with school providers local authorities, health, youth offending teams and alternative providers
* Establish the Trust as a thought leader in inclusive and alternative education
* Contribute to policy and practice development beyond the Trust.

This job description sets out the main responsibilities for the postholder but is not intended to be an exhaustive list. Specific duties may change from time to time without changing the general nature of the post and the postholder is expected to be flexible in the range of responsibilities they undertake.

Signed …………………………………………………………. Dated ………………………….

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| **Person Specification - Executive Principal, SEMH and Alternative Provision** |  |

**Education and Training**

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| **To be assessed from the initial application** | **Essential/ Desirable** |
| Educated to Degree level and PGCE/QTS qualified | Essential |
| Evidence of continuing professional development (including management training) | Essential |
| National SENCO Award (or willing to work towards) | Desirable |
| Relevant and up to date CPD and training to support pupils with SEMH needs | Essential |

**Leadership & Management**

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| **To be assessed from the initial application and/or pre-interview assessment and interview** | **Essential/ Desirable** |
| Clear strategic thinking with the ability to lead the development and implementation of strategic plans | Essential |
| The ability to provide vision for the Trust, with strong and inspirational positive leadership to enable the Trust to achieve and maintain outstanding provision for learners | Essential |
| Excellent communication and interpersonal skills, with the ability to influence and negotiate in a variety of situations | Essential |
| Expert knowledge of SEND, SEMH, and AP pedagogy and provision |  |
| Deep knowledge and understanding of local and national trends around 14-16, AP and SEND provision | Essential |
| Strong analytical skills including the ability to interpret financial and trend data | Essential |
| Resilience, with the ability to respond appropriately to conflicting demands and time pressures | Essential |

**Experience**

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| **To be assessed from the initial application and/or pre-interview assessment and interview** | **Essential/ Desirable** |
| Substantial experience in a senior management position, incorporating strategic and operational management skills | Essential |
| Proven leadership of a PRU or AP setting (ideally across more than one site) | Essential |
| A successful track record in establishing and maintaining effective relationships with staff, governors and external organisations | Essential |
| A track record of working successfully with local stakeholders, employers and the wider community | Desirable |
| Success in leading reintegration or alternative pathways for high needs pupils | Desirable |
| Significant experience with 11-16 AP with a track record of designing or leading post 16 transition and progression routes | Essential |
| Successful direct experience of delivering quality improvement strategies, including raising the levels of learner achievement, retention and improving grades. Experience of introducing and managing whole-college initiatives in the field of Teaching & Learning | Essential |

**Knowledge**

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| **To be assessed from the initial application and/or pre-interview assessment and interview** | **Essential/ Desirable** |
| Knowledge and understanding of Government legislation and requirements in respect of the implication for and the challenges facing Trusts, Schools and Colleges | Essential |
| Knowledge and understanding of regulatory and inspection frameworks, accreditation and validation processes and successful achievement of quality improvement | Essential |
| A comprehensive understanding of the statutory and compliance frameworks, including safeguarding and its importance within the school and college environment | Essential |
| Good knowledge and understanding of educational funding mechanisms | Essential |
| Good knowledge of strategies for diversification of income | Desirable |

**Competencies**

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| **To be assessed from the initial application and/or pre-interview assessment and interview** | **Essential/ Desirable** |
| **Resilience**: a readiness to undertake a variety of tasks, balancing competing priorities in high pressure situations | Essential |
| **Setting and achieving challenging goals**: Passionate for teaching and learning with a commitment to excellence for learners at all levels; enabling them to achieve their full potential through readiness to hold others to account | Essential |
| **Organisational Sensitivity**: Engaging leadership style that engenders a positive, collaborative and collegiate culture | Essential |
| **Adhering to Principles and values:** Diplomacy, openness and approachability; a personable and valued-based style of strategic leadership  | Essential |
| **Building effective teams**: Empowering teams within the school and wider Trust; celebrating success to build and sustain high performing and effective teams, personally and professionally. | Essential |
| **Seeks organisational reflection:** A reflective and flexible approach to leadership to shape continual improvement  | Essential |
| **Influencing:** Ability to influence and negotiate effectively to help drive positive change | Essential |