Staffordshire Virtual School Head Teacher (VSH)   
Soulbury EIP 18 -21 (24)

Our Vision

An innovative, ambitious and sustainable county, where everyone has the opportunity to prosper, be healthy and happy.

**Our Outcomes**

We want everyone in Staffordshire to:

* Have access to more good jobs and share the benefit of economic growth
* Live in thriving and sustainable communities
* Be healthier and more independent for longer

Our Values

Our People Strategy sets out what we all need to do to make Staffordshire County Council a great place to work, where people are supported to develop, the Strategy to ensure that the focus is on what is important to the organisation and the people it serves:

* Ambitious – We are ambitious for our communities and citizens
* Courageous – We recognise our challenges and are prepared to make   
  courageous decisions
* Empowering – We empower and support our people by giving them   
  the opportunity to do their jobs well.

**About the Virtual School**

In Staffordshire we want our children who are looked after, have left local authority care or have had a social work involvement to have the best opportunities to be successful in education, through being supported by people who have high aspirations for them at all stages of their education.

We want our young people to have stable education placements, in great settings where they understand the impact and potential barriers to achieving in education due to the life experiences that our children have had. As a team we work closely with our partners to ensure that they understand and support us in our role to address the disadvantages that our children can experience in education.

The Virtual School is guided by statutory and non-statutory guidance to promote the attainment and progress of our children who have or have had a social care involvement. We undertake the corporate parent role for our children in care, advocating for individual children to ensure that they have the maximum opportunity to fulfil their educational potential.

Reporting Relationships

**Responsible to:** Assistant Direction for Inclusive Education

Responsible for: Deputy VS Headteacher, Virtual School Co-ordinators,

Key Accountabilities:

1. As part of the leadership of the Children’s System, work collaboratively to ensure that we deliver our vision, aspiration and outcomes. Working to create a culture of inclusion, innovation, an environment of trust and a system where we challenge and support each other to drive improvement and encourage learning.

2. Maintain a high profile for the Virtual School locally, regionally and nationally and contribute to the realisation of improved educational outcomes through a visible presence and a strong influence on key partners and strategic bodies to drive the improved attainment and progress of care experienced children and children with a social care involvement.

3. Build relationships and partnerships with school leaders and governing bodies and acting as a key point of contact for school and other educational agencies to enhance the quality, effectiveness and responsiveness of education services for care experienced children and children with a social care involvement

4. Lead the service in raising the attainment and progress of care experienced children and children with a social care involvement, ensuring that plans and assessments are aligned and of high quality, focusing on education outcomes and backed up by strong communication and commitment between all parties to ensure that education is a priority.

5. Oversee the collation and analysis of performance information to inform policy and planning across the children’s system with the aim of improving education attainment and progress of care experienced and children with a social care involvement.

6. Ensure the voice and active participation of children and their carers shapes policy, practice and individual plans

7. Be proactive in engaging and collaborating with Virtual School Heads in other local authorities, supporting the development of regional plans and national programmes as appropriate to improve outcomes for care experienced and children with a social care involvement.

8. To oversee the development of training advice and guidance, promoting evidence based approaches and best practice in relation to educational stability, raised attainment, attendance and effective use of resources such as Pupil Premium for care experienced and children with a social care involvement.

9 Embed strategic ownership of education outcomes for children with a social care involvement and provide regular reports on the work of the Virtual School to the Corporate Parenting Panel, Governing Body of the Virtual School, Senior Management Teams, Elected Members and wider partners.

10. Provide outcome focused leadership and management of Virtual School team which is informed by best practice, lessons learned, and the use of appropriate data which then feeds the strategic needs analysis, appropriate commissioning, use of grant funding, service design and delivery.

11. Proactively maintain up to date knowledge of relevant performance data to ensure an understanding of current issues, legislation, policy and practice to provide professional advice to the local authority as appropriate to ensure statutory compliance and readiness for all relevant Inspections relating to education and liaison with outside bodies including the DfE, Ofsted the Regional Schools Commissioner and Secretary of State for Education as appropriate

12. To undertake any other reasonable duties commensurate with the grade and nature of the post including deputising and representing for the appropriate Assistant Director as required.

This post is designated as a casual car user

**Professional Accountabilities:**

The post holder is required to contribute to the achievement of the Council objectives through:

**Financial Management**

Personal accountability for delivering services efficiently, effectively, within budget and to implement any approved savings and investment allocated to the service.

**People Management**

Engaging with People Management policies and processes

**Equalities**

Ensuring that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

**Climate Change**

Delivering energy conservation practices in line with the Council’s climate change strategy.

**Health and Safety**

Ensuring a work environment that protects people’s health and safety and that promotes welfare, and which is in accordance with the Council’s Health & Safety policy.

**Safeguarding**

Commitment to safeguarding and promoting the welfare of vulnerable groups.

The content of this Job Description and Person Specification will be reviewed on a regular basis.

**Person Specification**  A = Assessed at Application

I = Assessed at Interview

T = Assessed through Test

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| **Minimum Criteria for Disability Confident**  **Scheme \*** | **Criteria** | **Measured by** |
| **employer_small**  **employer_small** | **Qualifications/Professional membership**  Educated to degree level or equivalent  Qualified Teacher Status or evidence of substantial experience within an education environment  Management qualification or significant experience of successfully managing a team | A  A  A/I |
| **employer_small**  **employer_small**  **employer_small**  **employer_small**  **employer_small** | **Knowledge and experience**  Senior strategic and operational management and leadership experience within a range of services in a complex and fast changing organisation focused on customers and the community.  Significant experience and track record of building and maintaining effective partnerships in order to develop, manage and deliver services resulting in improved outcomes for the people using them.  Extensive experience of delivering results and providing value for money solutions through complex and multi –partnership arrangements.  Experienced senior leader and educational professional within a public sector organization.  A deep understanding of all of the professional areas which fall within the Service Area’s responsibilities/current educational practice.  A broad understanding of legislation and guidance relating to the areas of education of care experienced children, children with a social care involvement & Corporate Parenting.  A comprehensive understanding of research and policy on the education of children with a social care involvement.  An understanding of the issues facing the education and social care sector and their implications for planning and service delivery.  A clear understanding of the key issues arising from working within a political environment and the importance of positive working relationships with elected members. | A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I  A/I |
| **employer_small**  **employer_small** | |  | | --- | | **Skills**  Ability to plan strategically and to work creatively to identify practical business solutions to problems focused on outcomes across all phases of education including Early Years, Primary, Secondary and post 16.  A methodical and analytical approach using relevant information to make sound judgements and clear decisions  Able to influence the attitudes and opinions of others by using a range of strategies  Skilful at negotiation at all levels to achieve a positive outcome and managing conflict appropriately  Able to model the Council’s leadership and management competencies  Able to express complex ideas in a concise and straightforward manner  Able to model best practice when working with employees,  to drive a culture of restorative practice which focuses upon building relationships across the children’s system working partnership with children and their families | | A/I  A/I  A/I  A/I  A/I  A/I  A/I |
| **employer_small** | |  | | --- | | **Other**  Establish and maintain relationships at all levels, using engagement and communication as tools to promote challenge in a constructive and positive manner  Responds positively to change by prioritization, balancing competing demands and accommodating high expectations  Maintains effective work behaviours in pressured and stressful situations, demonstrating resilience and consistency  Models a personal commitment to inclusivity and the welfare of others  Develops an environment of trust by displaying tact, honesty, openness and integrity  An Enhanced DBS will be needed for this post | | A/I  A/I  A/I  A/I  A/I  A/I |

**employer_small** If a disabled person meets the criteria indicated by the Disability Confident scheme symbol and provides evidence of this on their application form, they will be guaranteed an interview.

We are proud to display the Disability Confidence Symbol, which is a recognition given by Job centre plus to employers who agree to meet specific requirements regarding the recruitment, employment, retention, and career development of disabled people.

If you need a copy of this information in large print, braille, another language on cassette or disc, please ask us by contacting

Talent & Resourcing Team 01785 278300

**Shared Services on 01905 947446**