

# Head Of Centre

## Job Description and Standards Framework

### Responsibilities, Skills, and Qualifications

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## **PART 1: CORE JOB DESCRIPTION**

The Head of Centre plays a crucial role in the educational development and management of a Centre. This position requires exceptional leadership, organizational skills, and a deep commitment to fostering an environment conducive to learning and growth for both vulnerable learners and professional staff. Head of Centres are responsible for setting the culture, ambition and regulatory compliance and ensuring that the Centre operates smoothly, effectively and aligned to the expectations of the Red Balloon name.

### **Key Responsibilities**

#### **Leadership and Management**

- **Strategic Planning:** Develop and implement the Centre's strategic vision, goals, and objectives. Ensure alignment with educational standards and regulations.
- **Staff Supervision:** Manage, mentor, and support teaching and administrative staff. Conduct regular performance evaluations and provide professional development opportunities.
- **Curriculum Development:** Oversee the design and implementation of the Centre curriculum. Ensure that it meets the educational needs of the learners and complies with national standards.
- **Resource Management:** Allocate resources effectively, including budgeting, facilities management, and procurement of educational materials.

#### **Educational Leadership**

- **Modelled Leadership:** Promote high standards of teaching and learning. Implement innovative teaching practices and monitor classroom performance.
- **Student Achievement:** Set academic targets and monitor student progress. Implement interventions to support learners who are struggling in any context.
- **Assessment and Evaluation:** Oversee standardised testing and internal assessments. Analyse data to drive improvements in teaching and learning.

#### **Community Engagement**

- **Parental Involvement:** Foster strong relationships with parents and guardians. Communicate regularly about student progress and Centre events.
- **Community Partnerships:** Build partnerships with commissioning bodies, local multi-agency organisations, and educational institutions to enhance the Centre's programs and opportunities for learners.
- **Public Relations:** Represent the Centre at community events and in the media. Promote the Centre's achievements and initiatives.

#### **Skills and Competencies**

- **Leadership:** Demonstrate strong leadership abilities, with the capacity to inspire and motivate staff and learners.
- **Communication:** Possess excellent verbal and written communication skills. Ability to articulate the Centre's vision and goals clearly.
- **Decision-Making:** Exhibit sound judgment and decision-making skills. Ability to analyse complex problems and develop effective solutions.
- **Interpersonal Skills:** Build positive relationships with learners, staff, parents, and the community. Show empathy and understanding.
- **Organizational Skills:** Manage multiple tasks and priorities effectively. Demonstrate strong planning and time-management abilities.

### **Qualifications**

- **Education:** A Bachelor's degree in Education or a related field is required. A Master's degree or higher is preferred.
- **Experience:** Significant experience in teaching and educational administration. Previous experience as a Head of Centre or in a senior leadership role is advantageous.
- **Certification:** Relevant teaching certification and administrative credentials as required by the local education authority.
- **Professional Development:** Commitment to ongoing professional development and staying abreast of educational trends and best practices.

### **Conclusion**

The role of a Head of Centre is multifaceted and demanding, requiring a blend of leadership, educational expertise, and commissioning and community engagement. By fulfilling these responsibilities, a Head of Centre ensures that the Centre provides a high-quality education and a supportive learning environment for all learners. This pivotal role not only shapes the future of the learners but also contributes to the overall success and reputation of the Red Balloon Trust.

## **PART 2: DETAILED STANDARDS**

### **Introduction**

Heads of Centres are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in Centres and a positive and enriching experience of education for learners. Together with those responsible for local governance, they are custodians of Red Balloon's provision.

Parents and the wider public rightly hold high expectations of the trust as a charity and implicitly therefore all Heads of Centre, given their influential position leading the employed and voluntary Centre staff and on the vulnerable young people who are their responsibility. The standards below set out how Heads of Centres meet these high expectations and align with DfE standards relating to head teachers in mainstream Centres. The standards are an important benchmark not only for Heads of Centres and those who hold Heads of Centres to account, but also for the training and development of our future Centre leaders.

These standards are intended as guidance but are designed to be relevant to all Heads of Centre.

The standards can be used to:

- shape our own leadership practice and professional development, within and beyond the Centre
- support the recruitment and appointment of Heads of Centres, including the development of job descriptions and person specifications
- underpin frameworks for the training of Centre leaders, including current and aspiring Heads of Centres
- inform the performance management of Heads of Centres

### **Relationship to the DfE's agreed teachers' standards**

The [teachers' standards](#), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for Heads of Centres are built. Although not every member of staff in a Centre holds qualified teacher status, the inherent standards contained within teacher standards remain pertinent to those holding a leadership position in a Centre.

Heads of Centres, like other teachers, are thus expected to aspire to the teachers' standards regardless of qualification level. The Heads of Centres' standards articulate how Heads of Centres can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

The first section of the Heads of Centres' standards outlines the ethics and professional conduct expected of Heads of Centres. This is developed from part 2 of the teachers'

standards. As such, they consist of statements that define the behaviour and attitudes which should be expected of Heads of Centres.

The second section sets out 10 Heads of Centres' standards. The first 6 standards build on the teachers' standards, whereas the other 4 standards focus on leadership responsibilities specific to Heads of Centres. There is no hierarchy to the standards; the numbering below is only to aid identification.

1. Centre culture (builds on teachers' standard 1)
2. Teaching (builds on teachers' standards 2 and 4)
3. Curriculum and assessment (builds on teachers' standards 3 and 6)
4. Behaviour (builds on teachers' standard 7)
5. Additional and special educational needs (builds on teachers' standard 5)
6. Professional development (some match to teachers' standard 4)
7. Organisational management
8. Centre improvement
9. Working in partnership
10. Local governance and accountability

### **Domains**

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of a Heads of Centre. It consists of statements that define the behaviour and attitudes which should be expected of a Heads of Centre.

The standards in section 2 cover interlinked domains of the headteacher's role all underpinned by the local governance and accountability domain.

### **Culture and ethos**

- Centre culture
- behaviour
- professional development

### **Curriculum and teaching**

- teaching
- curriculum and assessment
- additional and special educational needs

### **Organisational effectiveness**

- organisational management
- Centre improvement

- working in partnership

## Standards

### Section 1: Ethics and professional conduct

Heads of Centres are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Heads of Centres uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Heads of Centres uphold public trust in Centre leadership and maintain high standards of ethics and behaviour. Both within and outside Centre, Heads of Centres:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, learners' vulnerability or might lead learners to break the law

As leaders of their Centre community and profession, Heads of Centres:

- serve in the best interests of the Centre's learners
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities

- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

## **Section 2: Heads of Centres' standards**

### **1. Centre culture**

Heads of Centres:

- establish and sustain the Centre's ethos and strategic direction in partnership with those responsible for local governance and through consultation with the Centre community
- create a culture where learners experience a positive and enriching Centre life
- uphold ambitious educational standards which prepare learners from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the Centre community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

### **2. Teaching**

Heads of Centres:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how learners learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

### **3. Curriculum and assessment**

Heads of Centres:

- ensure a broad, structured and coherently contextualised curriculum entitlement which sets out the knowledge, skills and values that will be taught on a case-by-case basis
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all learners are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in Centres that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing learners' knowledge and understanding of the curriculum

#### **4. Behaviour**

Heads of Centres:

- establish and sustain high expectations of behaviour for all learners, built upon relationships, rules and routines, which are understood clearly by all staff and learners
- ensure high standards of learner behaviour and courteous conduct in accordance with the Centre's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the Centre model and teach the behaviour of a good citizen

#### **5. Additional and special educational needs and disabilities**

Heads of Centres:

- ensure the Centre holds ambitious expectations for all learners regardless of their starting point
- establish and sustain culture and practices that enable learners to access the curriculum and learn effectively
- ensure the Centre works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of learners, providing support and adaptation where appropriate as compliant with the relevant legislation.
- ensure the Centre fulfils its statutory duties with regard to the SEND code of practice

#### **6. Professional development**

Heads of Centres:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-Centre improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the Centre, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

#### **7. Organisational management**

Heads of Centres:



- ensure the protection and safety of learners and staff through effective and compliant approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public and charitable funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the Centre to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

## **8. Continuous Centre improvement**

Heads of Centres:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit Centre effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the Centre's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained Centre improvement over time

## **9. Working in partnership**

Heads of Centres:

- forge constructive relationships beyond the Centre, working in partnership with parents, carers and the local community
- commit their Centre to work successfully with other Centres and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all learners

## **10. Local governance and accountability**

Heads of Centres:

- understand and welcome the role of effective local governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for local governance
- ensure that staff know and understand their professional responsibilities and are held to account

- ensure the Centre effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

## **How the standards apply to different leadership roles**

The headteacher's standards cover the full breadth of leadership responsibilities within a single Centre, whether the learners or teachers/support workers are on-site or working or being supported remotely.

## **Policies, Qualifications and Standards**

### **Equalities issues**

All heads of Centres must understand and refer to:

- [Equalities and Human Rights commission \(EHRC\)](#)
- [Equality Act 2010: advice for Centres](#)
- [Guidance on promoting British values in Centres](#)

### **National Leaders of Education**

- [National Leaders of Education \(NLE\) standards](#)

### **National professional qualifications**

- National Professional Qualification for Executive Leadership (NPQEL)
- National Professional Qualification for Headship (NPQH)
- National Professional Qualifications for Middle Leaders (NPQML)
- National Professional Qualifications for Senior Leaders (NPQSL)

### **Principles of public life**

- [The Seven Principles of Public Life](#)

### **SEND code of practice**

- [SEND code of practice: 0 to 25 years](#)

### **Standard for teachers' professional development**

- [Standard for teachers' professional development](#)

### **Teachers' standards**

- [Teachers' standards](#)

### **Safeguarding**

Safeguarding: the action that is taken by Heads of Centres and all staff to promote the welfare of children and protect them from harm. This includes but is not limited to:

- protecting children from maltreatment

- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes