**Job Description: Headteacher**

**A. The Core Purpose of the Headteacher**

The core purpose of the headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school’s work. To gain this success the headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

The headteacher is the lead professional in the school. Accountable to the governing body and the Board of Trustees, the headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The headteacher, working with others, is responsible for evaluating the school’s performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school’s aims and objectives and for the day-to-day management, organisation and administration of the school.

The headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

**Statutory Duties:**

* To fulfil all the requirements and duties as set out in the School Teachers’ Pay and Conditions Document
* To meet the National Standards for Headteachers as published by the Department for Education (DfE).
* To achieve any performance criteria, objectives or targets agreed with or set by the school’s governing body in accordance with the requirements set out in the School Teachers’ Pay and Conditions Document.
* To promote and safeguard the welfare of all children within the school. To create and sustain an environment, which safeguards children and adults, based on a clear understanding of individual and collective responsibilities for safeguarding.

**Qualities and Knowledge:**

* Hold and articulate clear values and moral purpose, focused on providing a world-class education for the children they serve.
* Ensure that the strategic planning recognises the social, emotional, intellectual and spiritual aspects of life, and takes account of the diversities that comprise the make up of the school and wider community.
* Demonstrate leadership behaviours, positive relationships and attitudes towards our children and staff, parents, Governors, the Trust and members of the local community.
* Lead by example with integrity, creativity, resilience, and clarity, drawing on their own understanding, experience, capabilities, expertise and skills, and that of those around them.
* Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development for themselves and for all staff.
* Work with political and financial astuteness, within a clear set of principles centred on the school/Trust’s vision, ably translating local and national policy into the school’s individual context.
* Compellingly communicate the school’s vision through demonstrable behaviours, and proactively drive its strategic leadership, empowering all children and staff to achieve and excel.
* Engage in school-to-school support that contributes to the development of education within and beyond our school.

**Children and Staff:**

* Demand ambitious standards for all children, overcoming barriers and disadvantage and advancing equality, and instilling a strong sense of accountability in staff for the impact of their work on children’s outcomes
* Secure excellent teaching through an analytical understanding of how children learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and children’s overall well-being
* Establish a professional development culture of coaching, ‘open classrooms’ and ‘open learning’ as a basis for sharing best practice across this school and within and between other Trust schools, drawing on and conducting relevant research and robust data analysis
* Create a school ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
* Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear and continuous succession planning
* Hold all staff to account for their professional conduct and practice.
* Ensure all people management policies and procedures are adhered to and followed in line with Trust expectations.

**Systems and Process:**

* Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity aligned to the school’s ethos and vision.
* Provide a safe, calm and well-ordered environment for all children and staff, focused on safeguarding children and fostering excellent relationships and developing their exemplary behaviour in school and in wider society.
* Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing under-performance, supporting all staff to improve and valuing excellent practice
* Welcome challenge, ambitious targets, strong governance and actively support the Governing Body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance
* Ensure accurate and timely information sharing with the Trust on school performance, analysing this information as part of Trust processes to drive school improvement
* Exercise strategic, curriculum-led financial planning, to ensure the equitable deployment of budgets and resources, in the best interests of children’s achievements and the schools’ sustainability.
* Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold themselves and each other to account for their decision-making

**The Self-Improving School System:**

* Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements and development for all children.
* Forge strong relationships and collaborate with fellow professionals and colleagues in other public services to improve academic and social outcomes for all children
* Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to create a framework for self-managing and self-improving schools
* Shape the current and future quality of the teaching profession through high quality opportunities, training and sustained professional development for all staff
* Model entrepreneurial and innovative approaches to school improvement, leadership and governance, embracing and responding to internal and external accountability
* Inspire and influence others- within and beyond schools- to believe in the fundamental importance of education in young people's lives and to promote the value of education.
* Have significant and evident regard for safeguarding and promoting the welfare of children and follow the child protection procedures developed and adopted by the local authority, the Trust and the Partnership of schools.

**Accountability**

* Develop and foster a culture that allows pupils and staff members to work in collaboration, share knowledge, celebrate success and accept responsibility for outcomes within the school and the MAT as a whole.
* Collaborate with the MAT’s CEO to provide directors, the LGB, parents and others, e.g. Ofsted, with information and accurate accounts of the School’s performance.
* Take responsibility for all aspects of the school’s performance, including being held accountable to the MAT and LGB. Provide comprehensive information, appropriate advice and support to the MAT CEO, LGB and Board of Trustees to enable them to fulfil their responsibilities.

**The Position of Designated Safeguarding Lead (DSL)**

The Governing body has appointed an appropriate senior member of staff, from the school leadership team, to the role of designated safeguarding lead.

* The designated safeguarding lead should take lead responsibility for safeguarding and child protection.
* This DSL will have the appropriate status and authority within the school to carry out the duties of the post.
* They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings and/or to support other staff to do so and to contribute to the assessment of children.
* There will be appointed a deputy designated safeguarding leads who will be trained to the same standard as the designated safeguarding lead.
* Whilst the activities of the designated safeguarding lead can be delegated to the deputy, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility will not be delegated.

This job description may be amended at any time, by means of appropriate governance, after discussion with the Headteacher, but in any case will be reviewed annually when key tasks related to the school’s priorities will be determined.

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| **Qualifications** | E=EssentialD=Desirable |
| An honours degree or equivalent and QTS | E |
| A Good honours degree (2:1 or above) and further recognised qualifications (e.g. Master’s degree) | D |
| Evidence of recent and relevant training and development at senior leadership or headship level | E |

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| **Experience** |  |
| To have experience of teaching in more than one school. | E |
| Relevant experience of teaching across all Key Stages | D |
| Significant strategic leadership experience at SLT or Deputy level  | E |
| Proven senior management experience as a Headteacher with a sustained record of school improvement | D |
| Proven track record of managing successful school evaluation and improvement | E |
| Successful strategic experience of leading and managing at SLT level within a MAT or other such educational organisation | D |
| Working closely with governors and the governing board to help drive the values of the school and pursue improvement. | D |

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| **Leadership** |  |
| Proven ability to create a vision and develop an ethos that meets, or even exceeds the aspirations of pupils, parents, staff and governors | E |
| To have high expectations and the ability to think and plan strategically to reflect, promote and deliver the school’s vision, ethos, priorities and targets whilst empowering others to take them forward. | E |
| To be a high profile, visible role model with a professional approach that demands excellence, confidence, trust and the respect of the entire school and wider community, including members of the Trust and other educational and community partners. | E |
| To have personal and professional credibility which commands confidence to foster and further develop a positive reputation for the school.  | E |
| Liaise and work with other leaders within the MAT to secure creative, responsive and effective approaches to learning and teaching. | E |

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| **Curriculum and learning environment** |  |
| To be committed to and have an in-depth knowledge of Safeguarding both in the school and the wider community | E |
| To be an outstanding classroom practitioner with the ability to monitor and evaluate performance and policies continuously in order to improve the quality of teaching and learning and maintain and stretch high standards and pupil outcomes. | E |
| To show a commitment to a child centred approach, within an equitable and inclusive school in which the academic and personal welfare of each pupil is paramount. | E |
| To have proven experience of positive behaviour management and developing a pupil focussed, inclusive and effective learning environment so that behaviour and attendance are outstanding. | E |
| To have successful experience of curriculum development along with an understanding of the issues associated with choice and flexibility to meet all pupil’s needs and ambitions. | E |
| To have proven experience and understanding of the analysis of attainment and achievement data along with the implementation of effective assessment procedures and systems in order that all students achieve ambitious targets. | E |
| Liaise and work with other leaders within the MAT to secure creative, responsive and effective approaches to learning and teaching.  | E |

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| **People Management** |  |
| To have a proven track record in leading and managing staff including building a successful team, delegating effectively and implementing, managing and monitoring change. | E |
| To be articulate and approachable with excellent interpersonal skills both verbally and in writing | E |
| To be astute and perceptive with strong analytical skills and the ability to use sound judgment in order to anticipate and resolve conflict imaginatively. | E |
| Demonstrate how the use of robust performance management systems and the rigorous review and evaluation of whole school staff appraisal and performance management leads to school improvement, raises achievement, brings high expectations and secures success | E |
| To be proactive, innovative and versatile with a high level of drive, energy and enthusiasm, resilience, reliability, integrity and a sense of humour. To use the qualities to model and develop strong relationships. To encourage staff to take risks and to exceed their highest goals and aspirations. | E |

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| **Finance, premises, systems and processes** |  |
| To be able to prioritise, plan and organise effectively the school’s continued improvement within challenging budgets. | E |
| To have experience of making tough decisions in the light of financial restraints to ensure the best outcomes for pupils. | D |
| To have experience of developing an area of school improvement, working with stakeholders and governors. Working within and managing the budget to provide value for money. Upholding the principles of transparency, integrity and probity.  | E |
| To have responsibility for the financial management of whole school resources | D |

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| **Continuous Improvement** |  |
| To have an understanding of the changing role of schools in providing a successful centre for community development and learning | E |
| To have experience of working alongside other schools, academies or Trusts to secure proven school improvement for all pupils. | E |
| To have experience of developing, leading and sustaining links across schools, academies, trusts and phases (for example primary to secondary) to ensure the best outcomes for all pupils. | E |

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| **Personal Qualities** |  |
| The successful candidate will have:* A clear enhanced DBS certificate and barred list check.
* Excellent verbal and written communication skills.
* Excellent time management and organisation.
* High expectations of self and professional standards.
* A commitment to CPD.
* Enthusiasm for effective leadership and management.
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The applicant will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.