

'The joy of the Lord is your strength'
Nehemiah 8:10
'We work, we play we care, we pray'



'Your word is a lamp to my feet
and a light to my path' Ps 119
'Learn, play, care, pray in Jesus'
name'



Executive Headteacher
Bishop Wilson and Christ Church Federation
Job Description

A. The Core Purpose of the Executive Headteacher in our Church schools

The Executive Headteacher [EHT] is the overall strategic leader in providing vision, exceptional leadership and outstanding management for our schools whilst creating, inspiring and embodying the Christian character and culture of our Church schools. The EHT will work with all members of the school community working particularly closely with our two Head-of-Schools. The EHT must provide an environment for teaching and learning that empowers both staff and students to achieve their highest potential.

The core purpose of the EHT is to provide strategic leadership and management within the context of the Church of England's vision for education to achieve high standards in all areas of our schools' work. To gain this success the EHT must maintain high quality education by effectively overseeing the management of teaching and learning to realise the potential of all pupils. The EHT must maintain continuous improvement and a culture that promotes excellence, equality and high expectations of all pupils within a strong Christian ethos to enable them to 'live life in all its fullness' (John 10:10). In providing strategic leadership of our church schools, the EHT will ensure that it is educating for wisdom, knowledge and skills; for hope and aspiration; for community and living well together; and for dignity and respect (Church of England's vision for education).

The EHT is the leading education professional in the Federation. Accountable to the governing board, the EHT provides, leadership and direction for each school under the Federation and ensures that they are managed and organised to meet specific and joint aims and targets. The EHT, working with others, is responsible for evaluating each 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 each school's aims in accordance with its mission statement, and for the day-to-day management, organisation and administration of the school.

The EHT, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, the parish churches, local and wider diocesan schools, other services and agencies for children, the Local Authority, Diocesan officers, 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.

B. Ethics and professional conduct

The EHT is expected to demonstrate consistently high standards of principled and professional conduct and is expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

The EHT is to 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

The EHT upholds public trust in school leadership and maintains high standards of ethics and behaviour. Both within and outside school, the headteacher will:

- 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, pupils' vulnerability or might lead pupils to break the law

C. Main Duties

Strategic Oversight

Working with the governors to create the strategic vision for both our Church Schools within each schools' Christian character:

- ensure that each school's vision is clearly articulated, shared, understood and acted upon effectively by all
- translate the vision and the strategy into workable operational plans underpinned by sound financial planning
- contribute to the Schools Self Evaluation plan and implement clear evidence-based school improvement plans and policies
- provide strategic leadership to ensure that the curriculum reflects diversity and provides opportunities for all pupils to be inspired to learn

Culture

Within each of our Schools' Christian Character the EHT will demonstrate positive relationships and attitudes towards pupils and staff, parents and carers, governors, the Diocese, the Parish and members of the local community:

- uphold, promote and develop the Christian vision and values and the community ethos of holistic nurture
- create a culture where pupils experience a positive and enriching school life that enables them to flourish
- lead by example - with integrity, creativity, resilience, clarity and spirituality - drawing on their own scholarship, expertise, skills, and wisdom and that of those around them
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and to experience life in all its fullness
- secure knowledge and understanding of church school distinctiveness, keeping up with national and diocesan developments and, in particular, ensure high quality RE and collective worship
- lead creative Christian collective worship that engages with the school's Christian vision and values enabling the community to flourish and grow spiritually
- build on our inclusive culture that promotes equality and an understanding of diverse cultures, faith groups and people different from ourselves

Teaching and learning

Within each of our schools' Christian character the EHT will:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidenced informed understanding of effective teaching and how pupils learn and the core features of successful classroom practice
- create a Church School character within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes
- establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice

Curriculum and Assessment

Within each of our schools' Christian character the EHT will:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum
- ensure a continuous and consistent School focus on pupils' achievement, using data and benchmarks to monitor progress

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| <ul style="list-style-type: none"> • Celebrate achievement in the development of the whole child and not only those matters that are measured externally |
| Behaviour |
| <p>Within each of our schools' Christian character the EHT will:</p> <ul style="list-style-type: none"> • provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society as they develop self-worth and an understanding of the worth of others • promote high standards of attendance • ensure high standards of pupil behaviour and courteous conduct in accordance with the church school's behaviour policy • implement consistent, fair and respectful approaches to managing behaviour • ensure that adults within the school model and teach the behaviour of a good citizen and reflect Christian values |
| Additional and special educational needs |
| <p>Within each of our schools' Christian character the EHT will:</p> <ul style="list-style-type: none"> • ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities • establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively • ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate • ensure the school fulfils its statutory duties with regard to the SEND code of practice |
| Systems and Processes |
| <p>Within each of our schools' Christian character the EHT will:</p> <ul style="list-style-type: none"> • 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 within a Christian context • exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability and its Christian character • distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities, are given the opportunity to innovate and who hold each other to account for their decision-making • prioritise the professional development of staff, ensuring they have access to high-quality, sustained professional development opportunities, balancing the priorities of whole-school improvement, team and individual needs • be proactive in terms of their own personal, spiritual and professional development and wellbeing • place a high value on the wellbeing of the staff and pupils in both schools with due attention paid to staff workload |

Continuous School Improvement

Within each of our schools' Christian character the EHT will:

- create an outward-facing church school which works with other schools and organisations, including the Diocesan Education team and Diocesan schools- in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils
- develop effective relationships with fellow professionals and colleagues in other public services, parents/carers and the church community to improve academic and social outcomes for all pupils
- challenge educational orthodoxies and respond critically and constructively to education initiatives in the best interests of achieving excellence, harnessing the findings of well-evidenced research to self-regulate and improve the school
- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school 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 school's Christian context
- inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in young people's lives and to promote the value of education in human flourishing

Governance and Accountability

Within each of our schools' Christian character the EHT will:

- welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set the Federation's strategy and hold the head teacher to account for pupil, staff and financial performance
- provide information advice and support to the governing board to enable it to meet its responsibility for securing the church school foundation, effective teaching and learning, improved standards of achievement and value for money
- lead on compliance and regularity changes such as GDPR or other statutes
- present an account of the school's performance in a form appropriate to a range of audiences – governors, parents and carers, Diocese, local community, OFSTED, the Local Authority
- provide parents, carers and pupils with information on the curriculum, attainment and progress which encourages them to achieve their targets

Community

Within each of our schools' Christian character the EHT will:

- forge constructive relationships beyond the church school, working in partnership with parents, carers, the parish and local community and the Diocese
- work to raise the profile of the schools within the communities they serve
- promote a close relationship with local churches and facilitate appropriate use of school premises

- seek opportunities to invite parents and carers, parish church and community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider communities
- work closely with local groups and stakeholders to maximise the contribution made by the school within the community

D. Additional Requirements

This job description outlines the main duties of the post, incorporating the Department for Education Headteachers' Standards 2020, but does not exclude other duties which may be undertaken to ensure the efficient operation of the schools. Other duties required will be consistent with those listed above and appropriate to the title and grade of the post.

The appointment is subject to the current conditions of employment of Headteachers, contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.

The applicant will be required to safeguard and promote the welfare of children and young people. The Executive 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. The successful candidate will be subject to an enhanced DBS check.