



JOB DESCRIPTION

Job Title	STEP Executive Head Teacher
Responsible to	Regional Director (East Sussex)

Job Purpose Including Main Duties and Responsibilities:

In addition to the Conditions of Employment for Head Teachers laid down in the most recent version of the School Teachers' Pay and Conditions Document:

Provide strategic leadership and hold overall accountability for direction, standards achieved and quality in order to:

- with the Regional Director provide the strategic leadership which Academies for which the Executive Head Teacher has responsibility, to give every pupil high quality education and which promotes the highest possible standards of achievement and well-being;
- secure the long-term success of the Academies for which the Executive Head Teacher has responsibility by maximising the skills and resources held across the Academies
- build system-wide leadership capacity at all levels through actively developing governance in line with the STEP model, staffing structures and roles and responsibilities.

In addition to the Executive Head Teacher (EHT), the Academies for which the EHT has responsibility may also have a leadership team; responsibilities and duties may be delegated by the EHT as appropriate.

Key Accountabilities:

- 1. Creating the future of Academies**
 - a. embed the Values of the Trust across Academies;
 - b. work with the Executive Team to create a strategic vision for the Academies which is consistent with the Values of the Trust;
 - c. to develop leadership through the Academies;
 - d. translate the vision into agreed objectives and operational plans;
 - e. develop Academy structures to maximise and deploy both resources and expertise to raise achievement across all Academies;
 - f. build capacity to support other Academies and the development of all staff;
 - g. ensure effective succession planning at all levels across the Academies;
 - h. ensure regular opportunities for cross-academy and cross-leadership working to maximise strengths and develop further joint working.

- 2. Leading teaching and learning/outcomes and standards across the Academies**
 - a. ensure the continuous and consistent focus on pupils' achievement, using valid assessment protocols;
 - b. establish effective approaches to teaching and learning;
 - c. set high expectations and targets for each Academy community;
 - d. monitor, evaluate and review Academy practices and promote improvement strategies;
 - e. tackle under-performance at all levels across the Academies.
- 3. Developing self and working with others**
 - a. ensure the development of, and maintain effective strategies and procedures for staff induction, safeguarding, professional development and performance review;
 - b. promote and maintain a culture of high expectations for self and others;
 - c. ensure effective planning, allocation, support and evaluation of work of teams and individuals;
 - d. regular review own practice, set personal targets and take responsibility for own development.
- 4. Managing the organisation**
 - a. ensure the ongoing development of an organisational structure which reflects STEP's values and enables effective and efficient operations;
 - b. ensure evidence-based improvement plans and policies to promote continuous improvement;
 - c. strategically manage the human, financial and physical resources of the Academies;
 - d. ensure the STEP and individual websites are compliant in relation to statutory requirements;
 - e. recruit, retain and deploy staff appropriately.
- 5. Securing accountability**
 - a. enable everyone to work collaboratively within the Academies and across the wider Trust;
 - b. ensure individual staff accountabilities are clearly defined, understood, agreed and recorded;
 - c. work with the Academy Committee to enable it to meet its statutory responsibilities and those defined in the STEP Scheme of Delegation;
 - d. ensure every individual child has access to high quality teaching and learning.
- 6. Strengthening community**
 - a. create and promote positive strategies for challenging racial and other prejudices;
 - b. ensure a range of community-based learning that develop cultural capital;
 - c. collaborate with other agencies to ensure pupil and community needs are met;
 - d. develop strategies, including the application of the STEP Compass to ensure strong community links are established and maintained;
 - e. develop, where suitable, joint community events that promote the ethos of the Academies.

Safeguarding Commitment

STEP Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for this post.

Personal Development

Maintain a commitment to your own professional development. Be aware of changing employment legislation, new developments and innovations through the use of publications, internet and other resources. Stay informed about relevant changes and emerging themes within the sector.

Commitment to Equality and Anti-Racism

STEP Academy Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Commitment to Diversity

Take individual and collective professional responsibility for championing the Trust's anti-racism agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.

Green Statement

Seek opportunities for contributing to sustainable development of the Trust, in accordance with the Trust's Green Commitment. In particular, demonstrate good environmental practice such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction.

Data Protection

To be aware of the Trust's responsibilities under the Data Protection Act 2018 and GDPR and ensure compliance.

Confidentiality

You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence.

Health & Safety

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

The post holder may be required to perform other than these duties given in the job description. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility. The job description is not a comprehensive statement of duties but sets out the main expectations of the Trust.

PERSON SPECIFICATION

Job Title: STEP EXECUTIVE HEAD TEACHER

Category	Essential	Desirable	Assessed by: Application Form	Assessed by: Interview	Assessed by: Task
Qualifications & Experience					
Qualified Teacher Status	√		√	√	
Degree or equivalent	√		√	√	
National Professional Qualification of Headship		√	√	√	
Evidence of continuing professional development	√		√	√	
Significant experience as a Head Teacher with a sustained record of school improvement	√		√	√	
Experience of Executive Headship and/or supporting another Head Teacher		√	√	√	
Experience of developing partnership and learning between Academies/schools	√		√	√	
Experience of the effective management of funding and resources	√		√	√	
Evidence of successfully leading and sustaining educational initiatives	√		√	√	
Evidence of effective appointment and personnel management	√		√	√	
Knowledge & Understanding					
The mission, vision and values of STEP Academy Trust and the role of the STEP Compass in achieving the Trust's aims	√		√		
Statutory education frameworks, including governance	√		√		
Ways to build, communicate and implement a shared vision across a number of Academies	√		√		
Leading change, creativity and innovation	√		√		
New technologies, their use and creative impact	√		√		
Strategies for communication, both within and beyond the Academies	√		√		
Models of teaching and learning	√		√		
Models of attendance and behaviour management	√		√		
Strategies for ensuring inclusion, diversity and access	√		√		

Child protection and safeguarding procedures	√		√		
Curriculum design and management across a number of Academies	√		√		
The self-evaluation process and its role in driving continuous improvement	√		√		
Strategies to promote individual, team and organisational development	√		√		
Building and sustaining a learning community across a number of Academies/ schools	√		√		
The impact of change on organisation and individuals	√		√		
Strategic financial planning, budgetary management and principles of best value	√		√		
Legal issues relating to managing an Academy, including equal opportunities, race relations, disability, human rights and employment legislation	√		√		
The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of Academy life, including challenging poor performance	√		√		
Models of Academy, home, community and business partnerships	√		√		
The work of other agencies and opportunities for collaborations	√		√		
Leadership Skills					
Ability to develop and maintain a clear vision and lead others to plan and deliver it	√		√		
Ability to articulate this vision to diverse audiences	√		√		
Ability to establish successful relationships at all levels and have good communication skills both verbal and written	√		√		
Commitment, drive and the ability to achieve the highest standards and best practice across all aspects of the Academy	√		√		
Ability to cultivate a team ethic	√		√		
Ability to lead, coordinate and delegate	√		√		
Commitment to health and safety	√			√	