



Atherstone and Bedworth Heath Nursery School Federation

Job Description

Job Title: Executive Headteacher of Federation

Salary: L11-17 - £66,368 - £76,772

Contract Type: Full time, permanent

Reporting to: Board of governors, Local Authority as required.

Responsible for: All staff & children within Atherstone & Bedworth Heath Nursery School Federation.

Locations Include:

Bedworth Heath Nursery School & Warwickshire TSA Glebe Avenue, Bedworth, CV12 0DP	Atherstone Nursery School, Kings Avenue, Atherstone, CV9 1JZ
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This role is based across our two sites, and you will work and travel between both locations as part of your regular weekly schedule.

This Warwickshire Nursery School Federation is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Core Purpose of the Executive Head Teacher

To provide strategic leadership and management that ensures high-quality education, care, and outcomes for all children, while fostering a positive, inclusive culture in which the wellbeing of pupils, staff, and families is actively prioritised and embedded across the federation.

The Executive Head Teacher is the leading professional within the nursery schools, providing compassionate and strategic leadership that enables children, families, and staff to thrive. Accountable to the Federation Governing Body, the Executive Head Teacher offers clear vision, direction, and high-quality organisational leadership to ensure the nursery schools are well managed and able to meet their aims and targets. As a key safeguarding lead, the Executive Head Teacher works closely with the safeguarding and pastoral lead to create a safe, nurturing environment where the wellbeing and development of every child is at the heart of the school community.

The Executive Head Teacher, working closely with others, plays a central role in understanding how well the nursery schools are performing and identifying the priorities that will drive continuous improvement. With a commitment to raising standards and ensuring equality of opportunity for every child, the Executive Head Teacher helps shape policies and practices that support high-quality early education. They ensure that resources are used thoughtfully and effectively to achieve the schools' aims and objectives, while overseeing the day-to-day management, organisation, and smooth running of the nursery schools. Through this collaborative and caring leadership, the Executive Head Teacher helps create an environment where children, families, and staff can flourish.

The Executive Head Teacher, working with others, helps to build strong and meaningful connections between the nursery schools and the wider community. By developing and sustaining effective partnerships with non-maintained settings, primary schools, services and agencies supporting children and families, the local authority, higher education institutions, and employers, the Executive Head Teacher strengthens the support network around each child. Through these collaborative relationships and wider contributions to local initiatives, the Executive Head Teacher plays an important role in shaping the development of the education system and working with others to raise standards across the community.

Drawing on the strengths and support of the local community, the Executive Head Teacher helps to create rich, inspiring learning environments where every child feels engaged, valued, and able to flourish.

Duties and Responsibilities

To carry out the duties of the Executive Head Teacher as set out in the current School Teachers' Pay & Conditions Document and incorporating the specific requirements of nursery schools.

Key Areas of Responsibility

1. Shaping the Future

Working with the governing body to:

- Embed our shared vision for the federation, which inspires and motivates children and their families/carers, staff and all other members of the nursery school.
- Develop and review the federations strategic plan, ensuring that key objectives are used to develop school improvement plans.
- Review and monitor the continuous quality improvement of the nursery schools.

This vision should be shared openly and communicated in a way that everyone can understand and connect with. It should reflect strong educational values while embracing the diverse beliefs and contributions of all stakeholders. To achieve this, the Executive Head Teacher stays well informed about national and local developments in early years provision, responds to local needs with sensitivity and insight, and brings creativity and innovation to the schools' practice.

2. Leading Teaching and Learning

The Executive Head Teacher plays a vital role in shaping and driving strategies that lift the quality of teaching and learning, strengthen children's achievement, and help close the gap for disadvantaged groups. This involves setting high yet supportive expectations, and thoughtfully monitoring and evaluating the impact of learning experiences. By fostering a positive and inspiring learning culture, the Executive Head Teacher helps children grow into confident, enthusiastic, and independent learners who carry a love of learning with them throughout their lives.

- Maintain a consistent and caring focus on every child's achievement, using data and benchmarks to understand each child's progress and celebrate their growth.
- Thoughtfully analyse assessment and qualitative information to recognise strengths and identify areas where the nursery schools can continue to develop.
- Ensure that children's learning and progress sit at the heart of all strategic planning and decisions about how resources are used.
- Model high-quality, nurturing teaching that inspires others.
- Promote creative, responsive and engaging approaches to learning and teaching that spark curiosity and joy.
- Foster an ethos where each child is truly at the centre, and where their individuality, interests and unique qualities are recognised and celebrated.
- Create a culture that balances gentle challenge with meaningful support, enabling every child to succeed and take pride in their own learning journey.

- Communicate high expectations with warmth and clarity, setting ambitious yet achievable targets for each nursery school.
- Implement positive, supportive strategies that encourage high standards of behaviour and attendance.
- Support the Head of Schools to deliver a rich, flexible curriculum alongside effective assessment systems that meet the needs of all children.
- Take a forward-thinking role in exploring new and emerging technologies that can enhance learning for children and strengthen engagement with families.
- Monitor, evaluate and reflect on the impact of teaching on children's learning and progress, promoting strategies that lead to continuous improvement.
- Address under-performance with fairness and clarity, ensuring that effective support, action and follow-up are in place.

3. Developing Self and Working with Others

Effective relationships and communication sit at the heart of a successful headship. The Executive Headteacher will understand themselves well and build positive, trusting relationships that help the whole community thrive. Headship in our federation is about nurturing a professional learning community where everyone feels supported to grow and achieve their best.

Through thoughtful performance management and meaningful continuing professional development, the Executive Head Teacher encourages and empowers all staff to reach high standards. At the same time, they recognise the importance of their own learning journey. To meet the demands of this complex and rewarding role, Executive Head Teacher remains committed to their own ongoing professional development, continually strengthening the skills and insight needed to lead with confidence, compassion and clarity.

- Treat everyone with fairness, dignity and respect, helping to create and sustain a positive, caring culture.
- Build a collaborative learning community within each nursery school, sharing good practice and working closely with other schools and non-maintained settings to strengthen learning for all.
- Lead and manage change with openness and resilience, welcoming support and acting on advice when it helps the school move forward.
- Develop and maintain thoughtful, supportive strategies for staff induction, professional development and performance review.
- Ensure that work is planned, allocated, supported and reviewed effectively, with clear delegation and shared responsibility across teams.
- Work in partnership with others, inspiring, encouraging and motivating individuals and teams to deliver high-quality provision in every aspect of their work. Recognise responsibilities and celebrate the achievements of individuals and multi-disciplinary teams.
- Foster a culture of high expectations for yourself and for others, taking fair and appropriate action when performance needs to improve.
- Reflect regularly on your own practice, set meaningful personal goals and take responsibility for your ongoing professional growth.

4. Managing the Federation

The Executive Head Teacher plays a key role in ensuring that the nursery schools are well organised, well led and continually improving. By drawing on rigorous self-evaluation, they look for thoughtful ways to strengthen structures and systems so that the schools can work smoothly and effectively. They ensure that people and resources are organised with care and purpose, creating an efficient, safe and nurturing environment where children can learn and grow.

This responsibility also involves thoughtfully reflecting on and reshaping roles across the workforce to build capacity, support professional growth and make the best possible use of resources. Executive Head Teachers also work to build strong, successful organisations by collaborating closely with others, recognising that meaningful partnerships enrich the experiences of children, families and staff and strengthen the whole school community.

- Work with the governing board to shape an organisational structure that reflects the shared values and aims of the nursery schools, ensuring systems and processes run smoothly and meet all legal requirements.
- Champion the nursery schools as models of strong practice and share this work widely to support and inspire others.
- Develop, lead and implement clear, evidence-informed improvement plans and policies that help the nursery schools continue to grow and flourish.
- Ensure that safeguarding policies and practices are regularly reviewed, updated and fully compliant, creating a safe and nurturing environment for every child.
- Within a culture of autonomy, ensure that policies and practices remain responsive to national and local priorities, guidance and initiatives.
- Manage financial decisions with care and foresight, ensuring they are used effectively and efficiently to support the schools' educational goals and priorities.
- Recruit, retain and deploy staff thoughtfully, supporting them to manage their workload and achieve the shared vision through fair and effective performance management.
- Organise and maintain the nursery school environments so they are welcoming, safe and well-designed to meet curriculum needs and health and safety requirements.
- Monitor, evaluate and review the range, quality and use of all resources to ensure they enrich children's care and education and offer value for money.

5. Securing accountability

The Executive Head Teacher holds an important responsibility to the whole nursery school community. In fulfilling this role, they are accountable to a wide range of people — especially children, parents, carers, governors and the local authority. They ensure that every child experiences high-quality care and education, while nurturing a sense of shared responsibility across the community and contributing positively to the wider education system. Executive Head Teachers are also legally and contractually accountable to the governing body for the nursery schools, their environment and all aspects of their work, carrying this responsibility with integrity, openness and a commitment to the wellbeing of all.

- Foster an ethos where everyone works together, shares knowledge and understanding, celebrates successes and feels a shared responsibility for outcomes.
- Lead and support the nursery schools' self-evaluation process throughout the year, encouraging honest reflection and continuous growth.
- Ensure that individual staff responsibilities are clearly defined, understood and agreed, and that they are reviewed with fairness, clarity and care.
- Work in partnership with the governing body, offering clear information, objective advice and thoughtful support to help it fulfil its responsibilities.
- Provide a clear, accurate and accessible picture of each nursery school's performance to governors, the local authority, stakeholder groups, parents and carers.
- Reflect on your own contribution to the achievements of each nursery school, valuing feedback from others as part of your ongoing development.
- Model innovative and forward-thinking approaches to school improvement, leadership and governance, recognising the importance of both internal and external accountability in helping the schools thrive.

6. Strengthening Community

Nursery schools sit within a rich and distinctive social context, and this has a direct influence on the life of the school. Effective leadership embraces this context, engaging positively with both internal and external communities to promote equity, inclusion and entitlement for all. Executive Head Teacher works closely with other schools and non-maintained settings to share expertise and bring mutual benefits to their own schools and the wider early years sector. They also collaborate at both strategic and day-to-day levels with parents, carers and a range of agencies to support the wellbeing of every child.

- Build a culture and curriculum that honours the richness and diversity of each nursery school community, ensuring every child and family feels seen and valued.
- Promote positive, proactive strategies for challenging racial and all other forms of prejudice, and respond firmly and compassionately to any incidents of harassment.
- Create learning experiences that connect children and families with the wider community, helping them feel part of something bigger.
- Provide a wide range of community-based learning opportunities that broaden children's experiences and deepen their understanding of the world around them.
- Work closely with a range of agencies — including social care, health services, community groups and the non-maintained early years sector — to support the academic, spiritual, moral, social, emotional and cultural wellbeing of every child.
- Build and sustain strong, trusting partnerships with parents and carers to support children's learning, achievement and personal development.
- Seek opportunities to welcome parents, carers, community members, local businesses and other organisations into the nursery schools to enrich learning and strengthen the schools' role within the community.
- Contribute to the wider education system by sharing effective practice, collaborating with other schools and non-maintained settings and championing innovative approaches.
- Work collaboratively with relevant agencies to protect and safeguard children, ensuring their safety and wellbeing remain paramount.
- Create outward-facing nursery schools that work in partnership with others — in a spirit of mutual challenge and support — to champion best practice and secure excellent outcomes for all children.

7. Safeguarding Children & Safer Recruitment

Atherstone & Bedworth Heath Nursery Schools are deeply committed to safeguarding and promoting the welfare of all children and young people. We expect every member of staff and all volunteers to share in this commitment. The Executive Head Teacher plays a central role in upholding these responsibilities and ensuring that safeguarding remains at the heart of the schools' culture and practice.

- Ensure that all policies and procedures agreed by the governing body are fully implemented and followed by every member of staff, creating a consistent and safe environment for children.
- Allocate sufficient time, resources and support to enable the designated safeguarding lead — and all staff involved — to carry out their responsibilities confidently, including participating in strategy discussions, inter-agency meetings and contributing to assessments of children.
- Foster a culture where staff and volunteers feel safe and supported to raise concerns about any poor or unsafe practice relating to children, and ensure that such concerns are handled sensitively, promptly and in line with agreed whistleblowing procedures.

8. Additional Duties and Responsibilities

From time to time the Executive Head Teacher and Governors may agree such other duties and responsibilities as are commensurate with the role of an Executive Head Teacher. The postholder may be required to do other duties appropriate to the level of the role.

Notes:

This job description may be amended at any time in consultation with the postholder.