**St Ralph Sherwin Catholic Multi Academy Trust**

**Job Description**

**Executive Headteacher**

***Reporting to:*** *Chief Executive Officer*

***Liaising with:*** *Head of School (s), Trust Executive Team, Trust Board, Director(s) of Performance, Local Governing Body and others*

***Grade/Salary: L20 (range 17-23)***

Our Schools are part of the Catholic Church and are to be conducted as Catholic schools in accordance with Canon Law, the teachings of the Catholic Church and the diocesan trust deed. At all times the schools is to serve as a witness to the Catholic faith in Our Lord Jesus Christ. The post is therefore reserved for a practicing Catholic who can show by example and from experience that he or she will ensure that the schools are distinctively Catholic in all their aspects.

This job description is based on the key areas identified in the National Standards of Excellence for Headteachers (2015). These standards are in turn built upon the Teaching Standards (2011) which apply to all teachers, including headteachers and Executive Headteachers.

**St Ralph Sherwin Catholic Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people. The Executive Headteacher must ensure that the highest priority is given to following the guidance and regulations relating to safeguarding and child protection.**

1. **The Core Purpose of the Executive Headteacher**

The core purpose of the Executive Headteacher is to offer support, encouragement, affirmation and realistic challenge to the Head(s) of School through the provision of professional leadership and management.

The Executive Headteacher, working with the Head of School, CEO, Trust Board, Local Governing Body and others, is expected to draw on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates students, staff and all other members of the community. The vision should explore Gospel values, core educational values and moral purpose and be inclusive of stakeholders’ values and beliefs. The Executive Headteacher will have overall responsibility for the Catholic life of the school, supported by the Head of School.

The Executive Headteacher will have overall responsibility for the quality of education provided by the school working with the Head of School to establish high quality education by ensuring that effectively managing teaching and learning are effectively managed and that personalised learning is used within the school to realise the potential of all students and staff.

Through the provision of professional leadership and management, the Executive Headteacher will ensure that the Head of School has established a culture that promotes excellence, equality and high expectations of all students and staff. This will include ensuring that religious education is in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church.

Accountable to the CEO, Trust Board and Local Governing Body, the Executive Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets.

The Executive Headteacher will work with the Head of School and others headteacher, working with others to ensure that the school’s overall performance and strategic direction is evaluated 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.

The Executive Headteacher will work with the Head of School to ensure that the school offers a productive learning environment, which is engaging and fulfilling for all students.

**Section 1: The Core Purpose of the Headteacher in a Catholic School**

Catholic headteachers are expected to demonstrate consistently high standards of principled and professional conduct inspired by Christ and his beatitudes[[1]](#footnote-2) and exemplified by the self-cultivation of virtues, those qualities of character fundamental to the Catholic tradition: faith, hope, love, justice, solidarity, temperance, fortitude and practical wisdom. Catholic headteachers are expected to meet the *Teachers’ Standards* and be responsible for providing the conditions in which teachers can fulfil them.

In addition, Catholic headteachers uphold and demonstrate the [Seven Principles of Public Life](https://www.gov.uk/government/publications/the-7-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

Catholic headteachers are custodians of diocesan schools and as such embody the abundant hope that the Church has placed in education. Catholic headteachers are entrusted with the task of human formation in conformity with Christ and Church teaching, and so uphold ecclesial and public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Catholic headteachers:

* build relationships of mutual respect rooted in the belief that all are made in the image and likeness of God[[2]](#footnote-3) 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 enabling each person to play their full part in building and sustaining the Common Good;
* uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs understanding that such values are rooted in the Catholic understanding of dialogue[[3]](#footnote-4) and the Church’s Social Teaching[[4]](#footnote-5);
* ensure that personal beliefs are not expressed in ways which exploit their position, pupils’ vulnerability or might lead pupils to break the law, but are always orientated to the service of others in light of the Gospel.

As leaders of their Catholic school community and profession, headteachers:

* serve in the best interests of the school’s pupils;
* conduct themselves in a manner compatible with their influential position in the Church and society by behaving ethically, fulfilling their professional responsibilities and modelling the virtues of a good citizen of the Kingdom of God;
* 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 to further the Church’s mission in education;
* make a positive contribution to the wider education system within and without the Catholic sector.

**Section 2: The Domains**

**1. School culture**

The Catholic headteacher will:

* recognise the authority of the diocesan bishop at all times in relation to the provision of education in the diocese;
* establish and sustain a Christ centred vision embodied in the school’s Catholic mission, ethos and strategic direction in partnership with the parish and CMAT, those responsible for governance and through consultation with the school community and the diocese;
* create a Christ inspired culture where pupils experience a positive and enriching school life enabling them to flourish;
* uphold ambitious educational standards which reflect the distinctive characteristics of Catholic education[[5]](#footnote-6) and which prepare pupils from all backgrounds for their next phase of education and life;
* promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment which recognises an individual’s dignity as made in the image and likeness of God;
* ensure a culture of high staff professionalism rooted in mutual respect, subsidiarity and the pursuit of excellence.

**2. Teaching**

The Catholic headteacher will:

* establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn;
* ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains, and demonstrate how each discipline and domain contributes to the Christian vision of human flourishing to live life to the full[[6]](#footnote-7);
* ensure effective use is made of formative assessment.

**3. Curriculum and assessment**

The Catholic headteacher will:

* ensure a broad, structured and coherent curriculum entitlement rooted in the distinctive characteristics of Catholic education which sets out the knowledge, skills, values and virtues that will be taught;
* establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional and diocesan 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.

**4. Behaviour**

The Catholic headteacher will:

* establish and sustain high expectations of behaviour for all pupils, rooted in love, justice and reconciliation and built upon relationships, rules and routines, which are understood clearly by all staff and pupils;
* ensure high standards of pupil behaviour through the promotion of the virtues and courteous conduct in accordance with the school’s behaviour policy;
* implement consistent, fair and respectful approaches to managing behaviour;
* ensure that adults within the school lead by example and model and teach the virtues characteristic of a good citizen.

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

The Catholic headteacher will:

* ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities in light of the principles of Catholic Social teaching[[7]](#footnote-8);
* establish and sustain ethos, culture and practices rooted in the distinctive characteristics of Catholic education that enable pupils to access the curriculum and learn effectively;
* ensure the school works effectively in partnership with parents, carers, parish and professionals, to identify the additional needsand 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.

**6. Professional development**

The Catholic headteacher will:

* ensure staff have access to high-quality, sustained professional development opportunities in all key and distinctive aspects, aligned to balance the priorities of whole-school 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 school, as well as within it, including diocesan and nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

**7. Organisational management**

The Catholic headteacher will:

* ensure the protection and safety of pupils and staff through effective 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 funds reflecting the school’s Catholic mission;
* ensure staff are deployed and managed well with due attention paid to workload;
* establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently and that are rooted in a clear understanding of the Church’s mission in education;
* ensure rigorous approaches to identifying, managing and mitigating risk.

**8. Continuous school improvement**

The Catholic headteacher will:

* 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 Catholic context;
* ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

**9. Working in partnership**

The Catholic headteacher will:

* forge constructive relationships beyond the school, working in partnership with parents, carers, the parish, CMAT, diocese and the local community;
* commit their school to work successfully with other Catholic schools and other schools 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 pupils.

**10. Governance and accountability**

The Catholic headteacher will:

* understand and welcome the role of effective governance, rooted in strategic stewardship of the Catholic mission in education, upholding their obligation to give account and accept responsibility;
* establish and sustain a professional working relationship with those responsible for governance which is inspired by a Christ-centred vision of human formation;
* ensure that staff know and understand their professional responsibilities and are held to account;
* ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers’ Pay and Conditions Document as they relate to headteachers.*

1. The Gospel of Matthew 5:3-12 [↑](#footnote-ref-2)
2. The Book of Genesis 1:26-27 [↑](#footnote-ref-3)
3. *Dialogue and Proclamation*, (1991) Pontifical Council for Inter-Religious Dialogue, Vatican. [↑](#footnote-ref-4)
4. *Compendium of the Social Doctrine of the Church*, 2004, Vatican. [↑](#footnote-ref-5)
5. The distinctive characteristics of Catholic education are 1. The search for excellence, 2. The uniqueness of the individual, 3. The education of the whole person, 4. The education of all 5. Moral principles [↑](#footnote-ref-6)
6. The Gospel of John 10:10 [↑](#footnote-ref-7)
7. The relevant principles being: the Dignity of the Human Person, the Call to Community and Participation, Rights and Responsibilities, the Preferential Option for the Poor and Solidarity [↑](#footnote-ref-8)