

## **EXECUTIVE HEADTEACHER JOB DESCRIPTION**

**Position:** Executive Headteacher

**Reporting to:** The Governing Board

### **Main Purpose:**

- To provide professional leadership for the school which secures its success and improvement, ensuring high quality education for all its pupils and good standards of learning and achievement.
- To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher and the overriding requirements of the role. To meet the National Standards of Excellence for Headteachers as published by the DfE.
- To seek to achieve any performance criteria, objectives or targets agreed with or set by the relevant body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.
- To work collaboratively with partners and key stakeholders to offer commissioned places which meet pupils' needs, providing specialist advice in relation to addressing social, emotional and mental health needs. Also to reduce exclusions and increase inclusion in the school system.
- To lead and be responsible for strategic management of the school through rigorous self-evaluation, including quality assurance and performance management at all levels.

### **MAIN TASKS**

#### **1. Strategic Direction and Development of the School**

- 1.1 Provide inspiring and purposeful leadership for the staff and pupils.
- 1.2 To work in partnership with the governing board, staff and parents generating the ethos and values which will underpin the school.
- 1.3 To continue to implement a Development Plan which will secure continuous school improvement.
- 1.4 To monitor and evaluate the performance of the school and respond and report to the governing board as required.
- 1.5 To ensure that management, finances, organisation and administration of the school supports its vision and aims.
- 1.6 To ensure that school policies and practices take account of national, local and school requirements.
- 1.7 To monitor, evaluate and review the impact of policies, priorities and targets of the school in practice, and take action if necessary.

1.8 To ensure that all those involved in the school are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short term objectives and targets which secure the educational success of the school.

## **2. Teaching and Learning**

2.1 Continue to maintain an environment that promotes and secures good teaching, effective learning, high standards of achievement and good behaviour.

2.2 Determine, organise, implement and monitor the curriculum and its assessment and ensure that statutory requirements are met.

2.3 Ensure that pupils develop study skills in order to learn more effectively and with increasing independence.

2.4 Determine, organise and implement a policy for the personal, social and moral development of pupils.

2.5 Monitor and evaluate the quality of teaching and learning and standards of achievement of all pupils in the school through appropriate methods.

2.6 Determine and implement policies which promote:

a) Positive strategies for developing good race relations and dealing with racial incidents.

b) Equality of access.

2.7 Determine and implement positive strategies and programmes which ensure good pupil behaviour and discipline and give support and clear guidance on exclusions.

2.8 Develop and maintain effective links with the community including business and industry, to extend the curriculum and enhance teaching and learning.

2.9 Continue to maintain an effective partnership with parents and the wider community to support and improve pupils' achievement and personal development.

2.10 Promote extra-curricular activities in accordance with the educational aims of the school.

## **3. Leading and Managing Staff**

3.1 Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with conditions of employment.

3.2 Implement and sustain effective systems for the management of staff performance, incorporating performance management and target setting.

3.3 Promote and monitor the continuing professional development of staff, including the induction of newly qualified teachers.

3.4 Ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of teachers, including those of Headteacher/ Executive Headteacher.

- 3.5 Participate in the arrangements made in accordance with the regulations for performance management and threshold assessment, and to participate in the identification of areas in which the Headteacher/ Executive Headteacher would benefit from further training and undergoing such training.
- 3.6 Ensure that a deputy Headteacher or suitable person, assumes responsibility for the discharge of the Headteacher's/ Executive Headteacher's function at any time when absent from school.
- 3.7 Continue the development of good working relationships with governors, staff, pupils, parents/carers and the community.

#### **4. Efficient and Effective Deployment of Staff and Resources**

- 4.1 Work with governors and senior colleagues to recruit and retain staff of the highest quality.
- 4.2 Make arrangements for the security and effective supervision of the school buildings, their contents and the grounds.
- 4.3 Set appropriate priorities for expenditure, allocation of funds and effective administration and control.
- 4.4 Manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum, community use and health and safety regulations.
- 4.5 Work with colleagues to deploy and develop all staff effectively in order to maintain and improve the quality of education provided.
- 4.6 Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

#### **5. Accountability**

- 5.1 Continue to develop an organisation in which all the staff recognise that they are accountable for the success of the school.
- 5.2 Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including governors, the LEA, the local community, OFSTED and others to enable them to play their part effectively.
- 5.3 Ensure that parents/carers and pupils are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and achieving the school's targets for improvement.
- 5.4 Provide information, objective advice and support to the Governing Board to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.
- 5.5 Carry out any such duties as may be reasonably required by the Governing Board.

#### **6. Safeguarding Children & Safer Recruitment**

- 6.1 To promote and safeguard the welfare of all children and young people within the school, by ensuring that the school's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.
- 6.2 This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment

## **Actions**

### **The Headteacher/ Executive Headteacher should ensure that:**

- The policies and procedures adopted by the governing board are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

### **The ability to converse at ease with customers and service users and provide advice in accurate spoken English is an essential requirement of this post.**

'This job description forms part of the contract of employment of the person appointed to this 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 as they relate to Headteacher's/ Executive Headteachers'.

## Headteachers' Standards

### Introduction

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for pupils. Together with those responsible for governance, they are custodians of the nation's schools.

Parents and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility. The headteachers' standards set out how headteachers meet these high expectations. The standards are an important benchmark not only for headteachers and those who hold headteachers to account, but also for those who train and develop school leaders.

These standards replace the national standards of excellence for headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school. They are designed to be relevant to all headteachers.

The standards can be used to:

- shape headteachers' own practice and professional development, within and beyond the school
- support the recruitment and appointment of headteachers, including the development of job descriptions and person specifications
- underpin frameworks for the training of school leaders, including current and aspiring headteachers
- inform the performance management of headteachers

### Relationship to the Teachers' Standards

The [teachers' standards](#) (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for headteachers are built.

Headteachers, like other teachers, are expected to meet the teachers' standards. The headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

The first section of the headteachers' standards outlines the ethics and professional conduct expected of headteachers. This is developed from part 2 of the teachers' standards. As such, they consist of statements that define the behaviour and attitudes which should be expected of headteachers.

The second section sets out 10 headteachers' standards. The first 6 standards build on the teachers' standards, whereas the other 4 standards focus on leadership responsibilities specific to headteachers. There is no hierarchy to the standards; the numbering below is only to aid identification.

1. School culture (builds on teachers' standard 1)
2. Teaching (builds on teachers' standards 2 and 4)
3. Curriculum and assessment (builds on teachers' standards 3 and 6)
4. Behaviour (builds on teachers' standard 7)
5. Additional and special educational needs (builds on teachers' standard 5)
6. Professional development (some match to teachers' standard 4)
7. Organisational management
8. School improvement

9. Working in partnership
10. Governance and accountability

### **Domains**

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers.

The standards in section 2 cover interlinked domains of the headteacher's role all underpinned by the governance and accountability domain.

### **Culture and Ethos**

- school culture
- behaviour
- professional development

### **Curriculum and Teaching**

- teaching
- curriculum and assessment
- additional and special educational needs

### **Organisational Effectiveness**

- organisational management
- school improvement
- working in partnership<sup>[footnote 7]</sup>

### **Section 1: Ethics and Professional Conduct**

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

Headteachers 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

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- 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<sup>[footnote 3]</sup>, 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

As leaders of their 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 society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen<sup>[footnote 4]</sup>
- 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
- make a positive contribution to the wider education system

## **Section 2: Headteachers' Standards**

### **1. School Culture**

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards 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
- ensure a culture of high staff professionalism

### **2. Teaching**

Headteachers:

- 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
- ensure effective use is made of formative assessment

### **3. Curriculum and Assessment**

Headteachers:

- 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

### **4. Behaviour**

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour 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 model and teach the behaviour of a good citizen

### **5. Additional and Special Educational Needs and Disabilities**

Headteachers:

- 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<sup>[footnote 9]</sup> and special educational needs and disabilities<sup>[footnote 10]</sup> 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**

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, 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 nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

## **7. Organisational Management**

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding<sup>[footnote 11]</sup>, as part of the duty of care<sup>[footnote 1]</sup>
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- 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
- ensure rigorous approaches to identifying, managing and mitigating risk

## **8. Continuous School Improvement**

Headteachers:

- 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 context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

## **9. Working in Partnership**

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with 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**



Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- 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

### **How the standards apply to different leadership roles**

The headteacher's standards cover the full breadth of leadership responsibilities within a single school. For most headteachers in maintained schools or academies in single academy trusts this means that all of the standards should be relevant to them, though it is anticipated that they will meet some standards through the successful leadership and management of teams and individuals within their schools.

There can be a range of job roles and titles for those leading individual schools, particularly where a school is working within a group, such as in a multi-academy trust. Job roles and titles are various, including Head of School, and Associate Head, as are the governance arrangements to which headteachers are accountable. In some settings headteachers are responsible for leading more than one school. There are also instances of shared headship through co-headship or job-shares. Employers, in such instances, will therefore want to decide which standards are applicable to roles in these contexts.