



Executive Headteacher Job Description

This job description sets out the Trust's expectations of the role of Executive Headteacher of the 3 schools within the PATH group of Schools: Two Mile Ash School, Ashbrook School and Holmwood School and Nursery. The Executive Headteacher is required to carry out the professional duties identified below, subject to the conditions of employment as set out in School Teachers Pay and Conditions Document. This job description should be read in conjunction with the National Standard for Headteachers.

POST TITLE:	Executive Headteacher
SCHOOL	Two Mile Ash, Ashbrook and Holmwood (PATH)
RESPONSIBLE TO:	CEO or Head of School Development and Improvement

Job purpose including main duties and responsibilities:

In addition to the Conditions of Employment for Headteachers laid down in the most recent version of the School Teachers' Pay and Conditions Document: To provide strategic leadership and hold overall accountability for the direction of the 3 PATH Schools, through the Improve, Innovate and Inspect model that drives standards and quality in order to:

- Work collaboratively with the Heads of School, PATH Local Governing Body, CEO and IFtL SLT team to provide effective leadership for the PATH schools which secure their success and continuous improvement, ensuring high quality education for all its pupils and the highest standards of learning and achievement in accordance with statutory requirements.
- Promote and enhance the wellbeing of the teams, developing a distributed leadership, nurturing opportunities for all staff to learn and grow to their full potential.
- Secure the long-term success of the PATH schools and the Trust by maximising the skills and resources held across the schools, ensuring a sustainable model is created for future growth,
- Build system-wide leadership capacity at all levels through actively improving and inspiring leaders in line with the IFTL ambitious outcomes.
- Develop staffing structures and roles, responsibilities and expertise that allow the schools to rapidly support and Improve.
- Secure validation through external Inspection and quality assurance procedures that are reported to the Trust

- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to the 'Keeping Children Safe in Education'
- Manage the school's resources effectively to facilitate continued improvement to deliver the School and Trust's visions and plans

In addition to the Executive Headteacher, each school will also have a Head of School (HoS) or Headteacher and, as such, responsibilities/duties may be delegated by the Executive Headteacher as appropriate ensuring they follow the core values and priorities set out by the Trust. For example, it is expected that much of the operational leadership and management of each school would be delegated to the Headteacher/ HoS. However, both the Executive Headteacher and the PATH Local Governing Body should be mindful that they are accountable to the CEO.

Accountabilities

- Accountable to the CEO, Head of School Development and Improvement and Local Governing Body for the professional leadership, strategic direction and operational management of the 3 PATH Schools in order to ensure that the schools' aims are implemented in accordance with the school improvement plan and the values and visions of IFTL and the schools.
- Work collaboratively with the Heads of School and PATH Local Governing Body to develop a clear strategy that takes into account the views of all stakeholders.
- Lead and direct all members of staff and students, through the direct management of the school's Head of School and leadership team, ensuring that effective responsibility is delegated through an appropriate management structure, and that the school complies with educational and other relevant legislation, including health and safety.
- Translate the IFTL vision and priorities into agreed school objectives and operational plans;
- Develop school structures to maximise, improve and deploy both resources and expertise to raise achievement across all schools;
- Build capacity at all levels and in all areas of the schools to support and Improve the PATH schools;
- Ensure talent spotting is integral to both strategic planning and professional development and effective succession planning at all levels across the schools;
- Build in regular opportunities for cross-schools and cross-leadership working to maximise strengths and develop further joint working.
- Ensure financial stability across all schools through Improved economies of scale that meet the needs of the schools and support increased capacity, growth and development
- Ensure schools are compliant with safeguarding and Health Safety expectations;
- Lead and direct all members of staff and students, through the direct management of the school's leadership team, ensuring that effective responsibility is delegated through an appropriate management structure, and that the school complies with educational and other relevant legislation, including health and safety.

Professional Conduct

- Consistently demonstrate high standards of principled and professional conduct both inside and outside schools.
- Uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside the PATH schools.
- Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to his/her 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.
- Ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law.
- 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 IFtL and to the wider education system.

Leading teaching and learning/outcomes and standards across the Schools

- Develop and implement strategies to ensure continuity of learning at all main points of transfer, for example when students progress from the primary to secondary phase
- Provide a curriculum and ethos in which all children feel safe, recognise risks and know how to keep themselves safe.
- Ensure the continuous and consistent focus on improved pupils' achievement and progress, using data and benchmarks to monitor across and between the schools, and nationally;
- Where the IFtL curriculum expectations have been agreed for the quality of education, ensure it is consistently implemented across the schools;
- Establish innovative creative, responsive and effective approaches to high quality education;
- Set high expectations and set stretching targets for each school community;
- Inspect, monitor, evaluate and review schools' practices and promote Improvement strategies;
- Robustly tackle under-performance at all levels across the schools;
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Report accurately and regularly to the CEO.
- 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 effective use is made of formative assessment

Curriculum and Assessment

- Ensure an effective assessment framework which informs and drives educational standards. Ensure a school wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.

- Ensure the schools are Providing a range of extra-curricular activities which provide a broad and well-rounded education
- Ensure a broad, structured, enriched and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught for EYFS and Key Stages 1-2.
- Ensure a provision in PATH schools 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
- In collaboration with the Heads of School, monitor, evaluate and review classroom practice; celebrate and promote excellence; challenge under-performance at all levels and ensure appropriate action is taken in accordance with School and Trust policies and procedures

School Culture

- Establish and sustain the PATH schools and Trust vision, ethos and strategic direction in partnership with the PATH Local Governing Body to inspire and motivate the school community and sustain school improvement
- Create a culture where pupils experience a positive and enriching school life that takes account the richness and diversity of the school's communities
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their future
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism
- Establish a school culture where positive children and staff wellbeing is promoted
- Promote equal opportunities for all staff and pupils in line with the Equality Act 2010.

Behaviour

- 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

Additional and Special Educational Needs and Disabilities

- Ensure the schools hold 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 schools 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
- Knowledge of effective strategies for teaching pupils with SEN
- Ensure that SEND is an integral part of all the school's policies, strategic priorities and initiatives

Developing self and working with others

- Use Innovative ideas to ensure the PATH Schools are outward facing and visionary;
- Promote and maintain a culture of high expectations and continuous Improvement for self and others;
- Create and deliver a culture of ambitious outcomes and high performance for all staff recognising and

celebrating success

- Continuously challenge leaders within PATH to be subject and industry challengers, innovators and developers and deliver best practice
- 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 all 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 programs to build capacity and support succession planning
- Promote a learning environment with providers and encourage continuous professional development for all staff.
- Ensure that all staff are engaged with the school's key improvement priorities and the development of the school and Trust's visions and values
- Have a duty of care to and ensure both self and others achieve an appropriate work/life balance
- Regularly self-evaluate, set personal targets and take responsibility for own personal professional development, including keeping up to date with research and developments in teaching pedagogy and changes in the school curriculum

Organisational Management

- Ensure the ongoing development of an organisational structure which reflects IFTL values and priorities and enables highly effective and efficient operations, that allow for future growth and work effectively in line with legal requirements;
- Ensure the protection and safety of pupils and staff through effective approaches to health and safety, including safeguarding, as part of the duty of care, in accordance with the Trust and school's policies.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Effectively strategically manage the human, financial and physical resources of the PATH schools to pool resources and to promote income generation;
- 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
- Ensure school buildings and facilities meet the needs of the students/pupils and staff and are of the highest standard of cleanliness and repair and complaint with health and safety regulations.
- To act as the Accounting Officer in conjunction with the Head of School and School Business Manager
- ensure evidence-based Improvement plans and policies to promote continuous sustainable improvement;
- Recruit, retain, develop and deploy staff to ensure a successful Innovative and highly performing schools.

Continuous School Improvement

- 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

Securing accountability

- consistent with the IFTL Priorities, enable everyone to work collaboratively within the
- schools and across the wider Trust;
- ensure individual staff accountabilities are clearly defined, understood, agreed and recorded;
- work with the Strategic LGB, Core team and CEO to enable it to meet its statutory responsibilities and those defined in the IFTL scheme of Delegation;
- ensure every individual child has access to high quality teaching and learning,
- seek validation from external Quality assurance of Inspection;
- effectively report to the CEO.

Working in Partnership

- create and promote positive strategies for challenging racial and other prejudice through leading the Headteachers/HOS in the schools;
- ensure a range of community-based learning experiences are available across and within each school;
- collaborate with other agencies to ensure pupil and community needs are met;
- develop strategies, including the application of the IFTL priorities, to ensure strong community links are established and maintained;
- develop, where suitable, joint community events that promote the ethos of the schools and IFTL.
- Work cohesively with fellow professionals and schools within the Trust and other educational establishments in a climate of mutual challenge and support sharing effective practice and promoting innovative initiatives to improve outcomes

The Executive Headteacher, in consultation with the CEO and Head of School Development and Improvement, may be asked by the Trust to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post. This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the postholder.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

EXECUTIVE HEADTEACHER PERSON SPECIFICATION

	Essential	Desirable	Evaluated: AF: Application Form I: Interview P: Presentation
QUALIFICATIONS			
Qualified Teacher Status	X		AF
Degree or equivalent	X		AF
National Professional Qualification for Headship (NPQH)		X	AF
Higher Degree		X	AF
EXPERIENCE			
Successful high level teaching experience and experience of leading within more than one subject area / Key stage	X		AF, I, P
Considerable experience and expertise in developing practice in Assessment and Record Keeping at whole school level to secure improved levels of pupil achievement and accelerated progress		X	AF, I, P
An ability to demonstrate the highest-level skills in classroom organisation and management leading to the promotion of good behaviour and discipline across school	X		AF, I
Successful leadership of whole school curriculum development and initiatives to raise achievement for all children through analysis and pupil performance	X		AF, I, P
A full understanding of the National Curriculum and its implementation	X		AF, I, P
Leadership responsibility of/within a team	X		AF, I
An awareness of recent national initiatives aimed at raising achievement and school improvement strategies		X	AF, I, P
Experience of working with and supporting community initiatives, parent association groups and working parties	X		AF, I
Practical evidence of links with other schools, educational establishments and wider community to support transition and enhance teaching and learning and personal development across the whole school	X		AF, I, P

Knowledge of effective strategies for teaching pupils with SEN	X		AF, I, P
Understanding of and commitment to promoting and safeguarding the welfare of pupils	X		AF, I, P
Significant experience of leading lesson observations and providing quality feedback to teachers	X		AF, I, P
Financial understanding and/or management of budgets	X		AF, I
LEADERSHIP QUALITIES			
An ability to establish positive working relationships with colleagues and pupils	X		AF, I, P
High level of initiative, self-awareness and interpersonal leadership skills	X		AF, I, P
Ability to work strategically and collaboratively with the Trust, SLT and PATH Local Governing Body	X		AF, I, P
Understanding of effective budget planning and resource deployment	X		AF, I, P
Experience of performance management and supporting the continuing professional development of colleagues	X		AF, I
Successful involvement in staff recruitment, appointment/induction		X	AF, I
Initiate and manage strategic and continued improvement.	X		AF, I, P
SELF MANAGEMENT SKILLS			
Proven ability to sustain and develop high quality teaching and learning across the school to improve outcomes for children	X		AF, I, P
Knowledge of statutory requirements and the ability to ensure delivery within a broad, balanced, relevant and differentiated curriculum to support the whole child	X		AF, I, P
Chair meetings effectively		X	AF, I
PERSONAL QUALITIES			
Enthusiastic, honest, reliable, inspirational, resilient and empathetic	X		AF, I, P
A firm commitment to Equal Opportunities	X		AF, I
Committed to staff and pupil Wellbeing	X		AF, I
Demonstrate enjoyment of working with children and adults	X		AF, I, P
Excellent communication and interpersonal skills	X		AF, I, P

Ability to remain positive and enthusiastic when working under pressure.	X		AF, I,P
Meeting deadlines and managing own time effectively	X		AF, I,P
Confidence and commitment to direct, delegate, develop and inspire	X		AF, I
Ability to build and maintain good relationships	X		AF, I,P
Committed to personal CPD	X		AF, I,P