



DOVE FEDERATION
(Heath Fields Primary School and Church Broughton CE Primary School)

APPOINTMENT OF EXECUTIVE HEADTEACHER
Salary Range: L15 - L21

Job Description

MAIN PURPOSE OF THE JOB

- 1.1 Provide strategic leadership, and hold overall accountability for direction, standards achieved and quality to enable the schools in the Federation to deliver their aims and priorities.
- 1.2 Overall responsibility for all the Business and System infrastructure.
- 1.3 Carry out professional duties as circumstances may reasonably require as provided for under the relevant sections of the School Teachers' Pay and Conditions Document (STPCD), and other relevant statutory provisions.

KEY RESPONSIBILITIES – VISION, DIRECTION, DEVELOPMENT

- 2.1 Lead, develop and have overall responsibility for recruiting, inducting, retaining and deploying high-quality staff appropriately so that the vision, aims and key priorities for the schools within the Federation can be achieved.
- 2.2 Ensure the vision for the schools are clearly articulated, shared, understood and acted effectively upon by all.
- 2.3 Responsible for the overall internal organisation, management and control of each school. Consult, as appropriate, with the staff of the school, the pupils, parents and carers.
- 2.4 Ensure that strategic planning and the school culture and curriculum take account of the diversity, values and experience of the schools and communities at large.
- 2.5 ***Church Broughton only*** - Developing and maintaining the Christian ethos of the school, so that it is intrinsic and permeates all aspects of the school's life and curriculum and contributes to academic achievement and the building of the community.

STANDARDS - PUPILS AND STAFF

- 3.1 Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.

- 3.2 Secure good teaching across the schools with increasing elements of outstanding through a comprehensive understanding of:
- how pupils learn
 - barriers to learning, especially for disadvantaged learners and proven strategies to overcome these
 - the core features of effective classroom practice, including securing effective behaviour for learning, and curriculum design

Leading to rich curriculum opportunities and the securing of pupils' well-being, effective learning and appropriate attainment and progress.

- 3.3 Create and establish the conditions for an educational culture of sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis which contribute to effective learning.
- 3.4 Create an ethos within and between schools so that all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- 3.5 Challenge under-performance at all levels and ensure action is taken to secure improvement.
- 3.6 Lead and promote the health, safety and well-being of all pupils and staff across the Federation.
- 3.7 Take responsibility for ensuring safeguarding arrangements are secure, expecting all staff and volunteers to share a commitment to safeguarding.
- 3.8 Create and promote positive strategies for challenging and responding to all forms of prejudice including extremist influences.
- 3.9 Hold all staff to account for their professional conduct and the effectiveness of their practice.

SYSTEMS AND PROCESS

- 4.1 Ensure that the policies, systems and processes in schools within the Federation are well developed, meet legal and statutory requirements, secure best practice, are efficient and effectively implemented, regularly reviewed and evaluated, and appropriately shared with key stakeholders.
- 4.2 Provide a safe, calm and well-ordered environment for all staff and pupils, focussed on safeguarding pupils and the welfare of children.
- 4.3 Take a strategic role in the development of emerging technologies to manage the Federation and enhance and extend the learning experience of pupils.
- 4.4 Lead on the establishment of rigorous, fair and transparent policies, systems and processes, which recognise success and effective practice, are evaluated and regularly reviewed to ensure that they are fit for purpose and adapted to the schools' setting in order to:
- manage the performance of all staff
 - address any under-performance

- support staff to improve
- 4.5 Establish and implement arrangements for strong governance, developing positive and professional working relationships and actively ensuring that the Governing Board understands its role and delivers its functions effectively, in particular its functions to determine school strategy and to hold the Executive Headteacher to account for pupil, staff and financial performance.
 - 4.6 Develop and implement strategic, curriculum/pupil needs-led financial planning and effective financial management and control, to achieve value for money and ensure the appropriate, effective affordable deployment of budgets and resources, in the best interests of pupils' achievements and the sustainability of each school within the Federation.
 - 4.7 Ensure that arrangements are in place for the effective management of the schools in the absence of the Executive Headteacher.

THE SELF-IMPROVING SCHOOL SYSTEM

- 5.1 Provide strategic leadership and coordination to create outward-facing schools which work with other schools, partners and key stakeholders, including parents and carers, - in a climate of mutual challenge and support – to secure the development of best practice so that all pupils achieve their potential by making good progress from their starting points.
- 5.2 Overall responsibility to develop and maintain effective relationships with fellow professionals, colleagues in public services and in the business and voluntary sector and Trade Unions representing staff in the school to improve academic and social outcomes for all pupils.
- 5.3 Challenge traditional practice in education in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- 5.4 Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- 5.5 Ensure that leadership is distributed within and between schools, establishing teams of colleagues who have distinct roles and responsibilities, clearly set out and shared so that all staff are empowered to hold each other to account for their decision making and impact.
- 5.6 Ensure that all staff understand the importance of and are open to engaging with innovative approaches to school improvement, leadership and governance, in the best interest of pupils, based on research of models with proven impact.

DEVELOPING SELF AND WORKING WITH OTHERS

- 6.1 Build a collaborative learning culture across the Federation and actively engage with other schools to build effective learning communities.
- 6.2 Demonstrate optimistic personal behaviour, positive relationships and attitudes towards staff and pupils, and towards parents and carers, Governors and members of the local community.
- 6.3 Ensure the development of, and maintain effective strategies and procedures for staff induction, professional development and performance management across the Federation.
- 6.4 Regularly review own practice and achievements, set personal targets and take responsibility for own personal development. Take account of feedback from others.
- 6.5 Develop and maintain a culture of high expectations for self and others.
- 6.6 Inspire and influence others – within and beyond the schools – to believe in the fundamental importance of education in young people’s lives and to promote the value of education.
- 6.7 Promote harmonious working relationships within the schools in the Federation, promoting well-being and a healthy balance between work and other commitments for all staff.
- 6.8 Acknowledge and celebrate the achievements of individuals and teams.

ALL OTHER DUTIES

- 7.1 May be required to undertake any other reasonable duties appropriate to the role as instructed by the Governing Board.

NOTE

- The Executive Headteacher’s responsibilities may be delegated to other members of staff consistent with their conditions of employment and the nature and extent of their management responsibilities as determined by the Governing Board.
- The Executive Headteacher takes responsibility for excluding pupils for a fixed period(s) of no more than 45 days in a year or permanently.
- This job description is subject to annual review.
- This job description does not form part of the Contract of Employment.