Job Description

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| POST TITLE:  |  Executive Headteacher  |
| LOCATION:  | Copley and New Road Primary Schools  |
| GRADE: | L18– L24  |
| RESPONSIBLE TO:  | Federation Governing Body  |

**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 direction, standards achieved and quality in order to:**

* with governors (individual and collective), provide the strategic leadership and management which enables Copley and New Road Primary schools to give every pupil high quality education and which promotes the highest possible standards of achievement and well-being;
* secure the long-term success of the two schools by maximising the skills and resources held across the two schools;
* build system-wide leadership capacity at all levels through actively developing strategic governance, staffing structures and roles and responsibilities.

**Key accountabilities:**

## Creating the future of the schools

## work with governors and the Headteachers of both schools to create a strategic vision for the Federation;

1. motivate others to create a shared learning culture and positive climate through distribution of leadership through teams and individuals;
2. translate the vision into agreed objectives and operational plans;
3. develop structures and opportunities to maximise and deploy both resources and expertise to raise achievement across both schools;
4. build capacity to support solid succession for key roles within the federation including the governing body.
5. build in regular opportunities for cross-federation and cross-leadership working to maximise strengths and develop further joint working.
6. to ensure the financial stability of both schools through creative and innovative fund raising initiatives.

##  2. Leading teaching and learning/outcomes and standards across the Federation

1. ensure the continuous and consistent focus on pupils’ achievement, using data and benchmarks to monitor progress;
2. ensure there is a consistency of quality first teaching across the federation;
3. establish creative, responsive and effective approaches to learning and teaching;
4. set high expectations and set stretching targets for each school community;
5. monitor, evaluate and review Federation practices and policies and promote improvement strategies;
6. robustly tackle under-performance at all levels across the Federation.

##  3. Developing self and working with others

1. ensure the development of, and maintain effective strategies and procedures for staff induction, professional development and performance review;
2. promote and maintain a culture of high expectations for self and others;
3. ensure effective planning, allocation, support and evaluation of work of teams and individuals;
4. regularly review own practice, set personal targets and take responsibility for own development.

##  4. Managing the organisation

1. ensure the ongoing development of an organisational structure which enables effective and efficient operations;
2. ensure evidence-based improvement plans and policies to promote continuous improvement;
3. effectively strategically monitor the human, financial and physical resources of the

Federation;

1. support both Headteachers to recruit, retain and deploy staff appropriately.

##  5. Securing accountability

1. actively promote the need for everyone to work collaboratively within the Federation
2. ensure individual staff accountabilities are clearly defined, understood, agreed and recorded;
3. work with the Governing Body to enable it to meet its statutory responsibilities;
4. support the headteachers to ensure every individual child has access to high quality teaching and learning in a safe learning environment.

##  6. Strengthening community

1. create and promote positive strategies for challenging racial and other prejudice;
2. ensure a range of community-based learning experiences are available;
3. collaborate with other agencies to ensure pupil and community needs are met;
4. develop strategies to ensure strong community links are established and maintained;
5. develop, where suitable, joint community events that promote the ethos of the Federation.

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| Person Specification Form  |  |  |
| Job title: Executive Headteacher  |   |   |
| Establishment or team: Copley and New Road Federation  |  |  |
|  Requirements (based on the job description)  | Essential (E) or desirable (D)  | **To be identified by: application form (AF), interview (I), reference (R)**  |
| Qualifications − Qualified Teacher Status with a successful NQT year completed  |  E  |  AF  |
| − Degree or equivalent  | E  | AF  |
| − National Professional Qualification of Headship  | D  | AF  |
| − Evidence of continuing professional development  | E  | AF  |
| Experience:  |   |   |
| −  | Significant experience as a Headteacher (at least 4 years) with a sustained record of school improvement  | D  | AF/I/R  |
| −  | Experience of Executive Headship and/or supporting another Headteacher  | D  | AF/I/R  |
| −  | Experience of developing partnership and learning between schools  | E  | AF/I/R  |
| −  | Experience of the effective management of funding and resources  | E  | AF/I  |
| −  | Evidence of successfully leading and sustaining educational initiatives  | E  | AF/I  |
| −  | Evidence of effective appointment and personnel management  | E  | AF/I/R  |
| Knowledge and understanding of:  |   |   |
| −  | Statutory education frameworks, including governance  | E  | AF/I  |
| −  | Ways to build, communicate and implement a shared vision across a Federation | E  | AF/I/R  |
| −  | Leading change, creativity and innovation  | E  | AF/I/R  |
| −  | New technologies, their use and creative impact  | E  | AF/I  |
| −  | Strategies for communication, both within and beyond the Federation  | E  | AF/I  |
| −  | Models of teaching and learning  | E  | AF/I  |
| −  | Models of attendance and behaviour management  | E  | AF/I  |
| −  | Strategies for ensuring inclusion, diversity and access  | E  | AF/I  |

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| −  | Child protection and safeguarding procedures  | E  | AF/I  |
| −  | Curriculum design and management across a number of schools  | E  | AF/I  |
| −  | The self-evaluation process and its role in driving continuous improvement  | E  | AF/I  |
| −  | Strategies to promote individual, team and organisational development  | E  | AF/I/R  |
| −  | Building and sustaining a learning community across a number of schools  | E  | AF/I  |
| −  | The impact of change on organisation and individuals  | E  | AF/I  |
| −  | Strategic financial planning, budgetary management and principles of best value  | E  | AF/I  |
| −  | Legal issues relating to managing a Federation including equal opportunities, race relations, disability, human rights and employment legislation  | E  | AF/I  |
| −  | The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of the Federation, including challenging poor performance  | E  | AF/I  |
| −  | Models of school, home, community and business partnerships  | E  | AF/I  |
| −  | The work of other agencies and opportunities for collaborations  | E  | AF/I  |
| Leadership skills:  |   |   |
| −  | Ability to develop and maintain a clear vision and lead others to plan and deliver it  | E  | AF/I/R  |
| −  | Ability to articulate this vision to diverse audiences  | E  | AF/I/R  |
| −  | Ability to establish successful relationships at all levels and have good communication skills both verbal and written  | E  | AF/I/R  |
| −  | Commitment, drive and the ability to achieve the highest standards and best practice across all aspects of the Federation | E  | AF/I/R  |
| −  | Ability to cultivate a team ethic  | E  | AF/I/R  |
| −  | Ability to lead, coordinate and delegate  | E  | AF/I  |
| Other (including special requirements)  |   |   |
| Commitment to health and safety  | E  | I  |