

# **Job Description and Person Specification**

## **Executive Headteacher (Secondary Phase)**

Executive Leadership Team

Salary/Grade: L33 - L43 (£97,256 - £123,057)

Reporting to: Chief Executive Officer

# **JOB DESCRIPTION**

## **Core Purpose of the Post**

To be line-managed by the CEO and work with the Executive and other senior leaders to create remarkable schools where no child is left behind. This role involves engaging with students/pupils in regulated activity relevant to children.

## **Corporate Responsibilities**

- Carry out the responsibilities of the role in line with our mission
- Comply with all policies, procedures, working practices and regulations, in particular: Child Protection, Equality and Diversity, Health and Safety, Confidentiality, Data Protection, Financial Regulations in line with our scheme of delegation
- To lead and uphold an individual and organisational commitment to a culture of safeguarding and promoting the wellbeing of children
- To contribute to a culture of continuous improvement, where feedback is a gift
- To carry out any reasonable duties as requested by the CEO and/or the Trust Board

## **Key Duties and Responsibilities**

- Live our mission and values every day
- Bring flexibility and leadership capacity as needed, working in an agile way on school improvement or operational sprints as identified by ongoing evaluation of effectiveness
- Hold others to account with kindness and candour, providing line-management and instructional or dialogical coaching for Headteachers, regardless of phase
- Lead specified collective efficacy cross-cutting trust teams; the process by which we further align
- Work with the school improvement team in supporting school self-evaluation and in preparing schools for Ofsted when needed
- Work to the CEO in developing training programmes and materials to support the induction and development of Headteachers and senior leaders
- Lead organisational change with clarity and emotional intelligence, as directed by the CEO and in response to changing business needs
- Challenge 'group think' and encourage 'rebel ideas' by being an outward focused horizon scanning executive leader
- Demonstrate burning intellectual curiosity and a desire to engage with the latest research
- Draw influence from within and beyond the sector both nationally and internationally
- Work with the CEO to enhance the reputation of the Trust both locally and nationally in order to attract mission-aligned talent
- Provide clarity of expectation and exactly high standards
- Work with the Chief Finance Officer (CFO) and COO in contributing to the process of due diligence in the event of growth
- Support the Executive Team in developing clarity and efficiency so that teachers can teach and leaders can lead
- Motivate all, regardless of current position, to accelerate our journey to remarkable
- Manage own workload and the workload of others
- Take seriously the duty to safeguard all young people
- Deputise for the CEO as necessary

## **Professional Development**

- To be committed to own professional development, demonstrating the desire to be better tomorrow than you are today

## **Other Considerations**

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions (no matter how small) to the school's Designated Safeguarding Lead or in the case of concerns about a member of staff, the Headteacher.

# JOB DESCRIPTION

- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles of the Trust's equity, diversity and inclusion policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010.
- Must be legally entitled to work in the UK.

**Safeguarding:** No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

**Advanced Threshold Fluency Duty Required:** In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in school.

**Date: January 2023**

*This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks.*

*Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Line Manager. The Job Description will be reviewed with the post-holder in relation to need or on an annual basis through appraisal and whole-Trust review of strategy and effectiveness.*

# PERSON SPECIFICATION

## Executive Headteacher

	Essential Requirements	Desirable Requirements	How Identified
Qualifications	<ul style="list-style-type: none"> <li>• Good honours degree</li> <li>• PGCE (QTS)</li> <li>• Relevant up to date CPD / evidence of research</li> </ul>	<ul style="list-style-type: none"> <li>• NPQH</li> <li>• Masters or management qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Sustained success as a Headteacher of a secondary school (demonstrable impact on outcomes and Ofsted grade)</li> <li>• Current experience of leading and influencing in a Multi-Academy Trust</li> <li>• Evidence of leading impactful and sustained school improvement with clarity, appropriate pace whilst winning 'hearts and minds'</li> <li>• Evidence of successful line-management and accountability of operational and financial leaders</li> <li>• Understanding of what makes a Multi-Academy Trust successful and a strong belief in systems leadership</li> <li>• History of motivating people (staff and students) to meet the mission</li> <li>• Understands how to create a culture of high expectations and aspiration with explicit social norms</li> <li>• Understanding of how structure and routines support the psychological safety of all, in particular the most vulnerable</li> <li>• Evidence and experience of improving behaviour and school culture through a warm-strict/tough love approach</li> <li>• Understanding of cognitive psychology and curriculum theory and practice</li> <li>• Understanding and commitment to powerful knowledge as a right for all</li> <li>• Works positively with all stakeholders, including governors</li> <li>• Works effectively with trade unions</li> </ul>	<ul style="list-style-type: none"> <li>• Success as an executive leader</li> <li>• Evidence of leading sustainable school improvement in more than one school</li> <li>• Executive financial and operational management</li> <li>• Experience of successful operational change management leading to positive outcomes at the 'frontline'</li> <li>• Working directly with a Trust Board</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• References</li> <li>• Interview</li> </ul>

# PERSON SPECIFICATION

	Essential Requirements	Desirable Requirements	How Identified
Knowledge, Skills and Ability	<ul style="list-style-type: none"> <li>Working in an area of high deprivation</li> <li>Commitment to a culture of safeguarding and hyper-vigilance</li> <li>In-depth knowledge of the sector nationally</li> <li>Understanding of what makes schools and trusts great</li> <li>Understanding of HR policies and employment law within the sector</li> <li>High expectations which motivate all</li> <li>Razor-sharp focus on data balanced with emotionally intelligent 'gut instinct'</li> <li>Strong analytical and strategic thinking</li> <li>Forensic attention to detail and an understanding of how this leads to successful implementation of change</li> <li>Understands how to hold to account with kindness and candour</li> <li>Deep understanding of what makes a people-first healthy organisation</li> <li>Ability to simplify complex issues</li> <li>Sensitively resolves conflict</li> <li>Builds cohesive teams and creates clarity</li> <li>Strong understanding of how to craft a mission-aligned culture with the safety and happiness of all students and staff at the heart</li> </ul>	<ul style="list-style-type: none"> <li>Working in a Multi-Academy Trust that has encountered growth</li> <li>Understanding of scalable school improvement</li> <li>Current thinking in talent and people management, including the value of diversity</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> </ul>
Character/ Values	<ul style="list-style-type: none"> <li>Values-driven, resilient leader with the desire to continue to develop and grow as an executive trust leader</li> <li>Strength of character to make difficult mission-aligned decisions yet enough humility to defer to the brilliance of others when necessary</li> <li>Driven to make a difference to the Beckfoot Trust and the communities that we serve</li> </ul>		<ul style="list-style-type: none"> <li>Interview</li> </ul>

# PERSON SPECIFICATION

	Essential Requirements	Desirable Requirements	How Identified
	<ul style="list-style-type: none"> <li>• Actions always driven by purpose not power</li> <li>• Commitment to diversity, equity and inclusion</li> <li>• Unshakable belief that all children can and do</li> <li>• Strong self-awareness and ability to give, receive and act on feedback</li> <li>• Relentlessly ambitious for all staff and students</li> <li>• Ability to work under pressure and to work with rigour and speed when the need arises</li> <li>• Intellectual curiosity and desire for continuous self-improvement</li> <li>• Candid and kind</li> <li>• Commitment and belief in powerful knowledge as the democratic right for all</li> <li>• Energy, enthusiasm and optimism</li> <li>• Makes no excuses</li> <li>• Forms trusting relationships with all</li> <li>• Good sense of humour and perspective</li> <li>• Humble, hungry, smart in equal measure</li> <li>• Committed to being 'one trust where all belong'</li> </ul>		
Personal Circumstances	<ul style="list-style-type: none"> <li>• Must be legally entitled to work in the UK (Asylum &amp; Immigration Act 1996).</li> <li>• Must have the ability to be flexible and work to the requirements of a busy Trust</li> <li>• Interest in the school's wider role in the community</li> </ul>		<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>
Physical	<ul style="list-style-type: none"> <li>• Resilient</li> <li>• Excellent attendance and punctuality.</li> </ul>		
Equality	<ul style="list-style-type: none"> <li>• A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.</li> </ul>		<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>