Job Description

Job Title:	Head Teacher
Job Purpose:	The Head Teacher is accountable to the Trust for ensuring the educational success of the Academy within the overall framework of relevant legislation, best practice and available resources made available by the David Ross Education Trust.
Background:	**The David Ross Education Trust (DRET) is a growing network of academies. The network is a mix of primary, secondary and special schools and those that have chosen to join DRET on conversion with sponsored academies.** **The Trust places significant importance on developing strong financial management within each academy and across the network. This post would lead on this area within the central accounts function.**
Reporting Lines:	Director of Primary Education

Key Responsibilities

Key Duties and Responsibilities

Strategic direction and development

- Work to further develop and communicate the Trust's educational vision so that the school expresses the Trust's core values and is responsive to the needs of the local community as a whole being the number one choice for families in the local area.
- Work closely with other academies within the Trust and all key stakeholders to achieve this vision and secure their commitment to its intended outcomes.
- Translate the vision into agreed objectives, operational and business plans, and develop appropriate mechanisms for regular monitoring and review.

Leading, teaching and learning

- Work to further develop integrated approaches to the curriculum, learning and teaching in the school.
- Work with all staff to seek ways to share knowledge, skills and approaches to improve provision for all pupils.
- Promote excellence in teaching and learning, ensuring a continuous and consistent academy-wide focus on pupil's achievement and development (moral, spiritual, physical and social, as well as academic).
- Ensure that a high quality educational experience is available for all children.
- Establish creative and collaborative responses to personalising learning and improving teaching within the school.
- Drive innovation in education ensuring the school is able to respond to a changing external environment and that the skills, learning and aspirations of children and young people are developing and enhanced at all key stages.
- Determine curricula that are informed by current knowledge and best practice to develop the potential of all pupils and equip them for the demands of 21st century.
- Develop and implement strategies to ensure continuity of learning.
- Encourage creative, responsive and effective approaches to learning and teaching.
- Monitor, evaluate and review classroom practice, celebrate and promote excellence, challenge under-performance at all levels and ensure appropriate action.
- Ensure that individual pupil progress is regularly assessed, recorded, reported and used to inform future teaching.
- Implement an enrichment programme of extra-curricular activities which will meet the Trust's aspirations for all pupils.
- Create a stimulating climate which encourages all pupils to fulfil their potential, in the widest sense, and maintain a lifelong enthusiasm for learning and personal development.

Leadership of Self and Others

- Provide dynamic, consistent and motivational leadership for the school and its teaching staff, ensuring the successful delivery of the vision, ethos, aims and objectives of the academy.
- Set high standards and expectations for personal, pupil and staff behaviours and actions in support of the achievement of the school's intended outcomes.
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the school.
- Implement the performance management framework for teaching staff for the delivery of agreed outcomes and of high quality services through high quality people performance.

- Regularly review own practice, set personal targets and take responsibility for own development.
- Ensure that systems are in place to encourage all teaching staff to be similarly active in their personal and continuous professional development.
- Develop the capacity, through coaching and other appropriate means of the educational leadership and management, particularly the Senior Leadership Team within the school.
- Develop an ethos which ensures regular involvement of teaching staff in academy developments and encourages collaboration, innovation and individual and team creativity.
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation, whilst building on the beat of the Trust's ethos and vision.

Academy ethos and community

- Create effective means of communication to ensure that all sections of the school (including parents) are kept informed about, consulted on and have an understanding of the aims of the school, its policies, procedures and future direction.
- Create strong links and collaborative ways of working with all stakeholders including the wider community, other academies within the Trust and neighboring schools, ensuring the academy is at the heart of the community.
- Work with other public and voluntary sector agencies, clubs and societies in the local community to develop extended services to enable the wider community to access knowledge, skills and learning opportunities.
- Work with the Trust to support the achievement of locally determined educational priorities and initiatives.
- Develop positive solutions to achieving diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.
- Create a culture where all members of the school community respect others and their physical surroundings.
- Provide appropriate systems of pastoral care to support the personal development of all pupils and create a caring climate in which self-confidence and social responsibility are encouraged.
- Develop amongst teaching staff an outward perspective and desire to contribute to the wider life of the school.

Management of the Organisation

- Deliver effective operational management for the delivery of education within the academy's budget and in accordance with financial and organisational structures of the Trust.
- Work to, and report on targets for achievement of the academy and personal targets as agreed by the Trust's Board of Governors and the DFE.
- Work within a defined organisation structure which enables effective and efficient ways of working and supports the achievement of the academies objectives.
- Work with the Trust, Board of Governors and Senior Leadership Team to manage all education resources within allocated budgets; actively seek opportunities for cost-improvements and ensure that 'value for money' is the core of all financial activities.
- Within the academies strategic plan, recruit, deploy, develop and motivate a committed, effective and diverse education workforce whose members have a clear understanding of the vision of the academy and of their personal role in enabling and promoting high quality learning.

- Work with the Trust, Board of Governors and Senior Leadership Team to ensure there are robust, reliable mechanisms for appropriate risk management in all academy educational activities.
- Act in accordance with Trust policies and legislation affecting the conduct of the academy, particularly governing health and safety matters and employment rights.
- Monitor and evaluate pupil and organisational progress to ensure that objectives are being achieved.

Supporting the work of the Trust

- Develop strong, positive relationships with Trust colleagues; contribute to collaborative work across Trust Academies; and support other staff in participating in Trust work.
- Participate in Trust and sector-wide activities in order to share best practice, contribute to the development of Trust strategies and policies and promote the academy and the Trust in a national and local context.
- Undertake any other duties reasonably deemed appropriate to the role.

Notes

- All academy leaders are subject to the requirements of the National Standards together with the Operational framework. These criteria will form part of the individual's professional development, performance management and review to be carried out by the Trust's CEO and Chair of the Board of Governors.
- All academy leaders are subject to the requirements of the OFSTED measures of effectiveness, which will be monitored by the Trust's CEO and the Chair of Governors.
- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- This job description in not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- The duties may be varied to meet the changing demands of the academy at the reasonable discretion of the Trust's CEO and the Chair of Board of Governors.
- This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Person Specification

The person specification is related to the requirements of the post determined by the job description. Shortlisting is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application. Shortlisted candidates will be required at interview to complete a variety of activities directly related to the person specification, forming an evidence base for the appointment.

Qualifications and Professional Development

Essential

- Degree or Equivalent
- Teaching Qualification
- Recent and relevant management development/training

Desirable

- Recent and relevant short course experience

Knowledge, Skills and Competencies

Essential

- Successful management of whole school improvement strategies
- Extensive experience of developing staff and of team building
- In-depth knowledge and understanding of current educational priorities
- Evidence of effective school development planning
- Successful leadership of innovation and change
- Successful management of monitoring and evaluation strategies of quality of teaching and learning, student outcomes, quality of provision and efficiency
- Successful experience of promoting equality and diversity, inclusion and appropriate strategies for children with special educational needs
- Successful experience of working with children from disadvantaged backgrounds
- Wide experience of managing change, leading innovation and transformational learning and meeting challenges successfully
- Motivation to work with children and young people particularly relating to safeguarding and promoting their welfare
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours; and attitudes to the use of authority and maintaining discipline
- Outstanding leadership skills
- Outstanding classroom practitioner
- Be an outstanding leader of strategic management, resource management, development planning, personnel management and financial management skills
- Effective interpretation, analysis and use of data
- Well-developed interpersonal and communication skills (including written, oral and presentation)
- Able to develop and maintain good relationships with staff, parents, governors and the community
- Able to deal sensitively with people and achieve positive outcomes

Desirable

- Successful management of health and safety issues
- Successful risk management strategies
- Understanding of the role of governors
- ICT skills

Experience

Essential

- Experience as a successful Head Teacher or Deputy/Assistant Head in a primary school.
- Evidence of successful curriculum leadership
- Successful establishment of links with the local community
- Excellent track record as an effective innovator of education
- Proven Team Leader
- Committed to the highest standards in all areas of school life

Desirable

- Successful management of OFSTED process
- Experience of driving up standards and school improvement
- Knowledge of the SENDCO role and of working with children with special needs.