**Woodfield Academy**

**Headteacher: Job Description**

**Group 4 Spine Point 20-26**

**Duties and Key Result Areas:**

Professional duties to be carried out in accordance with the terms and conditions of the current School Teachers’ Pay and Conditions Document issued by the DFE and to be responsible for the internal organisation, management and control of the school.

To undertake the professional responsibilities of a head teacher as set out in paragraph 48 of the School Teachers’ Pay and Conditions Document

To act in accordance with other legislation affecting the conduct of the school, particularly that governing health and safety matters and employment rights

**Key priorities**

* Celebrate positive attitudes to learning via student success (raising aspirations/expectations)
* Quality first teaching to ensure all students make progress
* Raise attainment across the school to impact on progress
* Strengthen leadership during a period of change to ensure consistency

**Core purpose of the role**

To provide professional leadership and management that will promote a secure foundation from which to achieve high standards in all areas of the Academy’s work.

Secure the Academy’s position within the local community

The professional duties of the headteacher will include:

* Provide vision, leadership and a clear direction for the Academy
* Be outward facing
* Effectively manage teaching and learning
* Promote excellence, equality and high expectations of all pupils
* Deploy resources to achieve the Academy’s aims
* Evaluate Academy performance and identify priorities for continuous improvement
* Carry out day-to-day management, organisation and administration
* Secure the commitment of the wider community
* Create a safe learning environment that is engaging and fulfilling for all.

**Key responsibilities**

**Qualities and knowledge**

Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.

Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.

Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.

Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.

Work with political and financial astuteness, within a clear set of principles centred on the Academy’s vision, ably translating local and national policy into the Academy’s context.

Communicate compellingly the Academy’s vision and drive the strategic leadership, empowering all pupils and staff to excel.

**Pupils and staff**

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.

Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils’ well-being.

Establish an educational culture of ‘open classrooms’ as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.

Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

Hold all staff to account for their professional conduct and practice

**Systems and process**

Ensure that the Academy’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.

Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour both in the Academy and in wider society.

Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.

Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set Academy strategy and hold the headteacher to account for pupil, staff and financial performance.

Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils’ achievements and theAcademy’s sustainability.

Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

**The self-improving school system**

Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.

Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.

Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.

Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people’s lives and to promote the value of education.

The duties and responsibilities highlighted in this Job Description are indicative and may vary overtime. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the Academy.

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.*