



Academy:	Based at St James' CE Primary School <i>It should be noted that the contract includes mobility across schools in the Trust.</i>
Section:	Teaching Leadership Staff
Location:	St James' CE Primary School; You may be required to perform your duties within any of the locations of the Watergrove Trust.
Job Title:	Headteacher
Salary:	L13-L17
Responsible to:	Watergrove Trust CEO and Governors The Diocese of Manchester Board of Education The Director of Education Diocesan
Responsible for:	All School Staff
Hours of Duty:	As per STP & C document
Special Conditions of Service:	The postholder may be required to attend some evening meetings. The School operates a Smoke Free Policy for all its employees and applies to any building and associated grounds within the immediate vicinity of the school. Enhanced DBS clearance

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

The applicant will be required to safeguard and promote the welfare of children and young people. The Head of School is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their

Organisational Chart:

Board of Trustees/Diocese of Manchester
CEO/ Governors
Director of Education Diocesan
Headteacher
Deputy Head of School
SLT
Classroom Teacher/ Associate Staff

PURPOSE AND OBJECTIVES OF THE ROLE

To provide professional leadership and management for the school, which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.

The professional duties of the head teacher are contained in the School Teachers' Pay and Conditions Document and the key areas of Headship are contained in the DfE National Standards for Headteachers.

Control of Resources

Personnel

As appropriate, all staff at the assigned academy.

Financial

Trust delegated budget to the Academy/ School

Safeguarding

Fulfil responsibilities and obligations in relation to the safeguarding of staff and learners.

Assets/Equipment/Materials

To manage the assets of the school on behalf of the Trust. To be responsible for the safe use of equipment/materials used by self, colleagues and learners.

Health/Safety/Welfare

To promote staff well-being and be responsible for the safety and welfare of self, colleagues and learners in accordance with the Health and Safety Policies of Watergrove Trust.



Equality and Diversity

To work in accordance with Watergrove Trust's Policy relating to the promotion of Equality and Diversity.

Training and Development

The post holder will be responsible for assisting in the identification and undertaking of his/her own training and development requirements in accordance with Watergrove Trust's Appraisal Framework.

The role of the Headteacher

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for pupils. Together with those responsible for governance, they are custodians of the school.

Parents and the wider public rightly hold high expectations of Headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility.

The Headteacher will be part of a supportive network of professionals within the Watergrove Trust, who will collaborate to provide a positive and enriching experience of education.

Personal and Professional Conduct

A Headteacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career:

The Headteacher/teacher will uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
2. Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law



6. Having proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
7. Having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Headteacher will ensure that the school reflects the Church of England Vision for Education by ensuring it promotes:

1. Educating for Wisdom, Knowledge and Skills
2. Educating for Hope and Aspiration
3. Educating for Community and Living Well Together
4. Educating for Dignity and Respect

1. EDUCATING FOR WISDOM, KNOWLEDGE AND SKILLS

'Good schools foster confidence, delight, discipline in seeking wisdom, knowledge, truth, understanding, know-how, and the skills needed to shape life well.' (CofE 2016:7) Within the Bible as well as Christian and Church culture we see both the value of wisdom seeking and the importance of teaching and learning. We are told as a child Jesus himself 'grew in wisdom.' (Luke 2:52)

In order to ensure this the Headteacher will:

- Hold and articulate clear Christian values and purpose in accordance with the distinctive nature of a church school, focussing on providing 'wisdom, knowledge and truth'.
- 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 including the continuing role of schools with a religious character, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's Christian vision and distinctive Christian character and values, ably translating local and national policy into the school's context.
- Communicate compellingly the school's Christian vision and drive the strategic leadership, ensuring all have the skills needed to shape life well.'
- Inspire and lead the school as a worshipping community, which demonstrates the Christian vision and Christian values in everyday work and practice.
- Regularly review own practice, set personal targets and take responsibility for own personal and spiritual development.
- Act as spiritual leader to staff and pupils.
- Ensure that Religious Education and Collective Worship are central to the life and teaching of the school, and set a high personal example in these aspects.



- Provide for the daily act of Collective Worship demonstrating the tenets of the Anglican tradition, in accordance with the school's Trust Deed in consultation with the governing body
- 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.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance.

2. EDUCATING FOR HOPE AND ASPIRATION

'Good schools open up horizons of hope and aspiration, and guide pupils into ways of fulfilling them. (Ibid) Demonstrating a belief in the worth of each student demands working with individuals towards them achieving their God-given potential. Hope is built on God's ongoing love and compassion for this world and all within it. 'Faith is the assurance of things hoped for, the conviction of things not yet seen.' (Hebrews 11:1)

In order to ensure this the Headteacher will:

- Build a culture that recognises the worth of each individual whilst encouraging all to stretch themselves spiritually, morally, imaginatively and actively, to aspire to be the best they can be.
- Pay particular attention to supporting the disadvantaged to achieve their God-given potential.
- Instil a strong sense of accountability in staff for the impact of their work on pupils' outcomes, hopes and aspirations.
- Secure excellent teaching through an analytical understanding of the core features of successful classroom practice and curriculum design as well as how pupils learn, leading to rich curriculum opportunities and pupils' well-being that reflect the school's distinctive Christian ethos and values.
- Establish an educational culture that reflects hope and aspiration whereby 'open classrooms' are a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Demonstrate a personal 'reservoir of hope' through perseverance, patience, openness and celebration

3. EDUCATING FOR COMMUNITY AND LIVING WELL

Good schools have a focus on a commitment to relationships and the worth of each other. There is a conviction that we are created and sustained by God for living together in families and



communities. Each school is a 'hospitable community that seeks to embody an ethos of living well together.' (Ibid) Pupils and staff should be encouraged to flourish. Living well together stems from the command to 'love your neighbour as you love yourself.' (Luke 10:27)

In order to ensure this the Headteacher will:

- Work cooperatively with pupils, staff, governors, parents, the church and other members of the community to achieve the school's Christian vision creating a 'hospitable community'.
- Seek opportunities to invite parents/ carers, members of the Church family, community, business or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice with schools, working in partnership with others to promote innovation.
- Promote a vision of a Church school witnessing to its Christian values where we see everyone 'flourishing together'.
- Create a community within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other demonstrating the school's Christian values.
- Promote, build and sustain creative partnerships with the church and Christian communities that fosters the spiritual development of the children.
- Create and promote positive strategies for challenging prejudice and dealing with harassment in a Christian manner.
- Ensure a range of Church and community-based learning experiences including the development or promotion of Christian community.
- Collaborate with Church and other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Ensure that the school's systems, organisation and processes makes our school known for being a 'just institution'.
- Provide a safe, calm and well-ordered environment, consistent with the School's Christian vision, for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively, paying attention to the school's distinctive Christian character, in particular its functions to set school 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, the development of the whole child spiritually, emotionally and morally, and the school's sustainability.
- Recognise the value of all staff, through distributed leadership, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
- Recruit members of staff who are able and willing to contribute to the Christian ethos of the school, retaining and deploying them appropriately and managing their workload to achieve the vision and goals of the school.



4. EDUCATING FOR DIGNITY AND RESPECT

Good schools show commitment to the dignity and human worth of each person, rooted in the belief that all are created in the image of God and loved by God. Actions need to demonstrate this belief. In line with Jesus' teaching special attention is to be shown to 'the disadvantaged, excluded, despised and feared.' Each individual should be given opportunities to live 'life in all its fullness.' 'Ensuring children are kept safely from harm and educated in an environment where all God's children are valued is of highest priority.' (Ibid)

In order to ensure this the Headteacher will:

- Create an outward-facing school which works with other schools and organisations, in a climate of mutual yet supportive challenge, so that best practice is championed and achievements are secured for all pupils, respecting that all children and staff have different God-given gifts.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils, in particular those disadvantaged pupils.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture promoting the 'ultimate worth' of each individual and students don't feel ashamed of failure.
- Hold all staff to account for their professional conduct and practice reflecting the school's Christian values
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff which reflects the Christian identity of the school, addressing any under-performance whilst supporting staff to improve and valuing excellent practice.
- Develop strategies that demonstrate the equal worth of those with and without special educational needs and disabilities and resource these appropriately
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff which also actively promotes and reflects the distinctive nature of Church of England schools
- Inspire and influence others, within and beyond the school, to believe education can be one of the greatest blessings in young people's lives. In particular to work within the school and Church community to translate the Christian vision into agreed objectives and operational plans which will promote and sustain school improvement
- Demonstrates ethical behaviour, and positive relationships and attitudes towards pupils, staff, parents, governors and members of the local community through modelling the Christian values that underpin the life of the school

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to the Headteacher.



Agreed by Postholder: _____

Date: _____

Watergrove Trust Person Specification

Academy :	St James' CE Primary	Post:	Head Teacher
Section :	Teaching Leadership Staff	Scale:	L13-L17

Note to Applicants:

Essential Criteria (E) are the qualifications, experience, skills or knowledge that you MUST SHOW YOU HAVE to be considered for the job.

There are a range of methods by which this information can be obtained. The 'How Identified' column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you MUST include details relating to this aspect in your **Application Form**. You must include examples from either paid, or voluntary work. Do not leave gaps in employment.

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Criteria	Essential (E) or Desirable (D)	How Identified: AF Application Form I Interview C Check certificates A Assessment
Qualifications		
Qualified Teacher Status	E	AF, C, I
NPQH	D	AF, C, I
Evidence of continuing professional development relating to school leadership and curriculum development	E	AF, C, I
Further relevant professional qualifications	E	AF, C, I
Christian Leadership Qualification and/or experience	D	AF, C, I
Experience - Recent and successful experience of		
Safeguarding	E	AF,C,I
Leadership and management in a Primary school	E	AF,C,I
Teaching at a Primary school	E	AF,C,I
Leading curriculum development	E	AF,C,I
Tracking pupil progress, planning appropriate interventions and monitoring the impact of actions taken	E	AF,C,I



Having a significant positive impact on outcomes and progress for pupils, regardless of their individual, special or additional needs	E	AF,C,I
Positive behaviour management	E	AF,C,I
Teaching in more than one Key Stage	D	AF,C,I
Working with external agencies for the wellbeing of pupils and their families	D	AF,C,I
Managing a delegated budget in line with the school's Ethos	D	AF,C,I
Working in the church school sector	D	AF,C,
Wisdom Demonstrate wisdom through understanding of:		
The distinctive Christian character of a Church of England school as expressed through its vision, values and ethos	E	AF,I
Issues relating to the leadership and management of a church school that promotes human flourishing	E	AF,I
Principles for the development of effective teaching and learning to reflect the needs and worth of every pupil	E	AF,I
Principles of school self-evaluation and strategies for planning school improvement to enable flourishing for all	E	AF,I
Strategies to develop 'community and living well' through partnership with families, and relationships with church and the local community	E	AF,I
The range of data available for the evaluation and improvement of school performance and how to share this in an accessible way with staff, governors and families	E	AF,I
The Church of England Vision for Education	E	AF,I
Skills - Ability to:		
Develop Hope and Aspiration	E	AF,I
Inspire motivate and challenge staff, pupils and others to live out the school's Christian vision by communicating a hopeful journey of improvement	E	AF,I
Continue to develop the distinctive Christian character and ethos of the school	E	AF,I
Develop teaching and learning to enable all pupils to fulfil their potential, including modelling exemplary teaching practice	E	AF,I
Provide leadership in Collective Worship that reflects the Christian identity of the school	E	AF,I
Provide leadership in RE that reflects the context of the school	E	AF,I
Promote Community and Living Well Together	E	AF,I



Foster good teamwork through promoting a sense of community through a culture of 'living well.'	E	AF,I
Monitor and evaluate the performance of people and policies in line with the ethos of the school	E	AF,I
Manage the school as a hospitable community that seeks to embody an ethos of living well together	E	AF,I
Further enhance relationships with the Governing Body, external agencies, the Diocese, the LA, and other schools	E	AF,I
Promote Dignity and Respect	E	AF,I
Ensure all children are kept safely from harm and educated in an environment where all God's children are valued	E	AF,I
Create and maintain an effective learning environment and culture that positively recognises individual strengths and needs	E	AF,I
Manage own workload and that of others to allow a work-life balance, in line with Christian principles and practices	E	AF,I
An outstanding classroom practitioner with the ability to demonstrate good primary practice and act as a role model for colleagues	E	AF, I
Proven experience of leading staff development.	E	AF, I
Have experience of working extensively with SEND groups or have been a SENDCO.	D	AF,I
To have an understanding of the SIAMS inspection framework and the expectations of it	D	AF,I
Experience in acting as a team leader in performance management.	E	AF, I
Personal Qualities In respect of self and others:		
A person prepared to promote the ethos and values of a Church of England school	E	AF,I
Communicate effectively in spoken word and in writing in a range of contexts and with sensitivity to the given audience.	E	AF,I
Relate constructively to all, inspiring confidence in others, whilst supporting own and others' personal flourishing	E	AF,I
Effective interpersonal and communication skills.	E	AF, I
Values and Behaviours		
Our mission then is to be ever "Providing more" to the communities we serve, to enable life in all its fullness.	E	AF/I



Our Trust is enabled by a mutual interdependency within which we will always: <ul style="list-style-type: none"> • Coach • Challenge • Innovate 		
Special Working Conditions		
Enhanced DBS clearance	E	

