

Job Description



Main Purpose: To provide professional leadership for Holy Trinity school with full regard to The Church of England Vision for Education (2016). To ensure high quality education for all pupils through continuous improvement and secure standards of achievement

Location: Ashton-under-Lyne

Name: Holy Trinity C of E Primary School

Job Title: Headteacher

Salary Range: L13 – L19

Reporting to: The Governing Body

Responsible for: The Headteacher carries out duties in line with the conditions of employment as set out in the School Teachers' Pay and Conditions Document, Teacher Standards, The National Standards of Excellence for Headteachers and the policies and procedures of the Governing Body.

Core Purpose

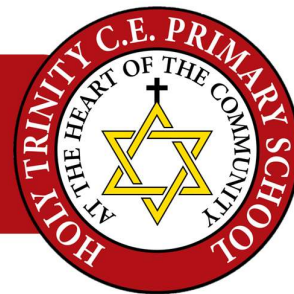
- Establish and sustain the school's ethos and strategic direction together with the governing body and through consultation with the school community.
- Establish and oversee systems, processes, and policies so the school can operate effectively.
- Identify problems and barriers to school effectiveness, and develop strategies from school improvement that are realistic, timely and suited to the school's context.
- Make sure the school improvement strategies are effectively implemented.
- Monitor progress towards achieving the school's aims and objectives.
- Allocate financial resources appropriately, efficiently, and effectively.
- Abiding by the Framework for Ethical Leadership in Education and the Seven Principles of Public Life (The Nolan Principles)

School Culture

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour, and professional conduct.
- Inspire and motivate pupils, staff, and members of the school community to excellence standards of achievement.
- Build a positive and respectful relationship across the school community.
- Serve in the best interests of the school's pupils.
- Promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment.
- The school is a multi-cultural provision, and the cultures and beliefs of all communities are respected while preparing children for life in wider British Society.

Teaching, Curriculum and Assessment

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence.
- Ensure teaching is underpinned by subject expertise.
- Effectively use formative assessment to inform strategy and decisions.
- Ensure the teaching of a broad, structured and coherent curriculum.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.
- Use valid, reliable, and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.
- Our school believes that educational attainment is one of the keys to success but that the development of broad cultural understanding and appreciation of the arts are also important and should be developed.



Behaviour

- Create a culture where pupils experience a positive and enriching school life.
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life.
- Ensure a culture of staff professionalism.
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school.
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy.
- Good behaviour across the school is essential to maintain an effective learning environment and the Headteacher will work to ensure that this is a characteristic of our school.

Additional and Special Educational Needs (SEN) and Disabilities

- Promote a culture and practices that enables all pupils to access the curriculum.
- Have ambitious expectations for all pupils with SEN and disabilities.
- Ensure the school works effectively with parents, carers, and professionals to identify additional needs and provide support and adaptation where appropriate.
- Ensure the school fulfils statutory duties regarding the SEND Code of Practice.
- Works to ensure that children in receipt of pupil premium benefit from that funding scheme to narrow any achievement gaps between them and other children in the school.

Managing the School

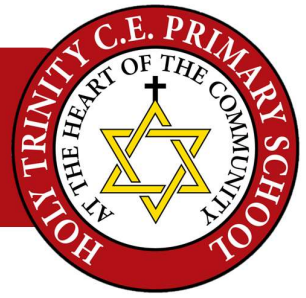
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding as part of duty of care.
- Prioritise and allocate financial resources appropriately, ensuring efficient, effectiveness and probity in the use of public funds.
- Manage staff well with due attention to workload.
- Ensure rigorous approaches to identifying, managing, and mitigating risk.
- Create a supportive working environment.

Continuous School Improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barrier, which limit school effectiveness, and identify priority areas for improvement.
- Develop appropriate evidence informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequences and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.
- Collaborate with other schools and advisers to ensure that the school benefits from leading edge practice that contributes to school improvement.

Governance, Accountability and Working in Partnership

- Understand and welcome the role of effective governance, including accepting responsibility.
- Ensure that staff understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Work successfully with other schools and organisations.
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.



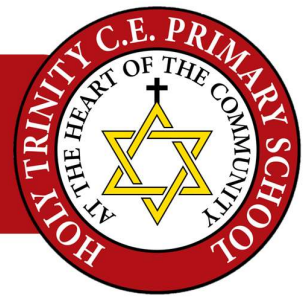
Professional Development

- Ensure staff have access to appropriate, high standard, professional development opportunities.
- Keep up to date with developments in education.
- Seek training and continuing professional development to meet own development needs.

Safeguarding

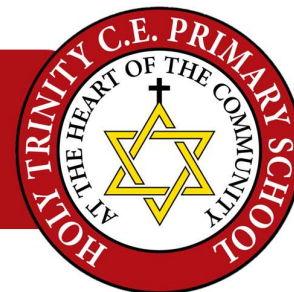
- Provide a safe, calm, and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Ensure that the child protection and safeguarding policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection and safeguarding related responsibilities effectively.

Person Specification



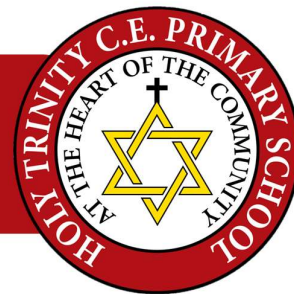
Criterion	Criterion assessed by:		
	A	I	R
Qualifications and Training			
Qualified teacher status - degree level	E	✓	
Evidence of Continuing Professional Development relating to school leadership and curriculum development	E	✓	✓ ✓
Commitment to Continuing Professional Development	E	✓	✓ ✓
NPQH or other leadership qualification (or working towards)	D	✓	✓ ✓
Christian Leadership qualification and/or experience	D	✓	✓ ✓
Experience			
Successful senior leadership in a primary school	E	✓	✓ ✓
Implementing safeguarding protocols and recognising responsibilities to protect pupils from harm or potential harm	E	✓	✓ ✓
Track record as an outstanding primary school teacher	E	✓	✓ ✓
Leading and implementing curriculum development	E	✓	✓ ✓
Implementing change to raise standards and expectations	E	✓	✓ ✓
Tracking pupil progress, planning appropriate interventions and monitoring the impact of actions taken	E	✓	✓ ✓
Having a significant positive impact on outcomes and progress for pupils, regardless of their individual, special or additional needs	E	✓	✓ ✓
Developing positive behaviour management strategies	E	✓	✓ ✓
Leading on safeguarding / being the named DSL	D	✓	✓ ✓
Working in the church school sector	D	✓	✓ ✓
Teaching in more than one key stage	D	✓	✓ ✓
Working with governors to develop and review key objectives	D	✓	✓ ✓
Working with external agencies for the well-being of pupils and their families	E	✓	✓ ✓
Involvement in managing school budget or strategic financial planning	E	✓	✓ ✓
Using and evaluating a range of data to improve pupil outcomes	E	✓	✓ ✓
Developing and reviewing the school's strategic plan, ensuring that key objectives are used to develop school improvement plans	E	✓	✓ ✓

Person Specification



Criterion	Criterion assessed by:			
	A	I	R	
Wisdom				
The distinctive Christian character of a Church of England school as expressed through its vision, value and ethos	E	✓	✓	✓
The legislative framework for a VA school, including governance; working with governors; curriculum and inspection frameworks; and the requirements for statutory assessment	E	✓	✓	✓
Principles for the development of effective teaching and learning to reflect the needs and worth of every pupil	E	✓	✓	✓
Principles of school self-evaluation and strategies for planning school improvement to enable flourishing for all	E	✓	✓	✓
Strategies to develop 'community and living well' through partnership with families, and relationships with church and the local community	E	✓	✓	✓
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	✓	✓	✓
The Church of England Vision for Education	E	✓	✓	✓
The unique context of Holy Trinity Primary School	E	✓	✓	✓
Personnel issues relevant to school leadership	E	✓	✓	✓
Faith Commitment				
Committed to the ethos and values of a Church of England school.	E	✓	✓	✓
Committed to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Christian ethos of the school.	E	✓	✓	✓
Willing to lead collective school worship that reflects the Christian identity of the school	E	✓	✓	✓
A practising Christian	D	✓	✓	

Person Specification



Criterion	Criterion assessed by:			
	A	I	R	
Professional Skills and Attributes				
To be a leader of learning - demonstrating, promoting and encouraging outstanding classroom practice.	E	✓	✓	✓
Able to create a culture where SEND and Pupil Premium Pupils experience a positive and enriching school life, across all year groups.	E	✓	✓	✓
Able to demonstrate an understanding, awareness and empathy for the needs of the pupils and how these could be met.	E	✓	✓	✓
Able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.	E	✓	✓	✓
Excellent written and verbal communication skills (which will be assessed at all stages of the process).	E	✓	✓	✓
Able to manage own workload and that of others to allow a work-life balance	E	✓	✓	✓
To show a strong commitment to sustained attendance at work	E	✓	✓	✓
Personal Qualities				
An effective communicator in spoken word and in writing, in a range of contexts and with sensitivity to the given audience	E	✓	✓	✓
Able to relate constructively to all, in a respectful, non-judgemental manner.	E	✓	✓	✓
Able to motivate and inspire confidence in others, supporting pupils and staff to flourish within a culture that positively recognises individual strengths and needs	E	✓	✓	✓

Application Form and Supporting Statement

The application form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post, following the guidance outlined in the sections above.

The governors wish your supporting statement to be no more than 3 sides of A4, Arial point 11.

Key

A application **I** Interview **R** Recruitment Task