

THE  
**NEW GUILD**  
TRUST

<b>Job Title:</b>	<del>HEADTEACHER JOB DESCRIPTION</del> <b>Headteacher Alexandra Junior School</b>
<b>Responsible to:</b>	<b>CEO of the Trust</b>
<b>Responsible for:</b>	<b>All school staff</b>
<b>FTE salary range:</b>	<b>Leadership range £65,286 - £72,162</b>
<b>Start date:</b>	<b>From September 2025</b>

## **JOB DESCRIPTION**

### Core Purpose of the Headteacher:

- To provide effective, professional senior leadership and management for the school to ensure the school is fully inclusive, with the highest expectations for achievement and meets its aims and objectives for every child and family to receive the highest standard of education and opportunity.
- To be a key role in The New Guild Trust's executive board, working collaboratively with the senior leaders from all schools to ensure every school in the Trust continues to excel.

### **Strategic Leadership responsibilities**

- Leading the school and line managing, coaching and mentoring the other members of senior leadership.
- Defining and delivering the vision and objectives of the school, its leadership structure and its development plans, in partnership with the other senior leaders in school and LCGB(s)/ Trust boards.
- Creating a culture across the school of continuous improvement and a drive to raise achievement, progress and quality of teaching and learning.
- Building strong leadership capacity across the school that is capable of transforming practice.
- Developing capacity across the school for school improvement through flexibility of staffing, collaboration and effective organisational and administrative systems.
- Ensuring and monitoring the consistent and ongoing implementation across the school of key policies and strategies (e.g. in relation to finance, HR, IT and behaviour.)
- Setting and monitoring appropriate targets for the management of teaching quality and student performance in partnership with the other members of senior leaders in school, the LCGB/ Trust.
- Ensure that LCGB members within the school are provided with high quality information and training to enable them to fulfil their role.

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- Providing support and challenge as a 'critical friend' to other senior leaders in school, drawing on robust analysis of data, monitoring and evaluation, to ensure school improvement, where required.
- Reporting to the LCGB(s) / Trust board (and other relevant audiences) on the performance of the school.

### **Financial and Business Management responsibilities**

- Providing financial leadership of the school in consultation with the LCGB/ Trust.
- Ensuring that budgets are set and monitored for the school.
- Providing support and guidance on implementing policies within guidelines agreed with the Trust scheme of delegation and to adhere to legal and statutory requirements.
- Ensuring the management of efficient administrative systems.
- Ensuring the site is effectively managed.
- Ensuring the health and safety of all staff.

### **Educational and Leadership Management responsibilities**

- Ensure there is a clear vision for the school and providing support and guidance to all stakeholders in translating this into action.
- Setting high educational standards in the school.
- Ensuring an appropriate curriculum is designed and implemented in the school.
- Creating a climate for learning in the school that enables all students to thrive.
- Ensuring students are set challenging targets for their achievement in the school, based on regular, frequent and robust assessment and tracking arrangements and ensuring appropriate interventions are in place, as required.
- Leading outstanding teaching and innovative practice to enhance learning.
- Ensuring excellent student achievement and welfare in the school.
- Ensuring preparation for inspection within the school, including maintaining accurate school self-evaluation.
- Overseeing and facilitating opportunities for cross-working, shared pupil experience and interchange, and coherent teaching and learning approaches within the school.

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### **Links with Community and Business responsibilities**

- Taking a lead on sharing learning across schools and with other schools and organisations, to champion best practice.
- Being the figurehead of the school in securing strong links with partners to expand the scope and resource, and, support the progress and sustainability of the school.
- Ensuring strong and effective partnerships with parents and carers.
- Creating effective links with the community, with business, with local places of worship and faith communities to enhance learning opportunities.

### **People Leadership and Management responsibilities**

- Build the leadership capacity across the school, including recruitment, professional development and deployment of all school staff.
- Ensuring highest quality and strength of staff appointments within the school.
- Ensuring an effective approach to managing staff performance and staffing issues, in accordance with the Trust scheme of delegation.
- Ensuring high quality professional development and training for all staff within the school.
- Ensuring the safeguarding of students in accordance with the Trust policies.
- Promoting equality of opportunity for all staff.
- Ensuring that staff are retained, motivated and valued.
- Overseeing the management of staff deployment and accountability in order to distribute leadership and expertise across the school.

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**Must consistently demonstrate ongoing excellence of the national standards for headteachers (DfE 2020):**

**1. School culture**

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

**2. Teaching**

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

**3. Curriculum and assessment**

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

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**4. Behaviour**

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

**5. Additional and special educational needs and disabilities**

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

**6. Professional development**

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

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### **7. Organisational management**

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguard, as part of the duty of care.
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

### **8. Continuous school improvement**

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers 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 sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

### **9. Working in partnership**

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

### **10. Governance and accountability**

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and 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.