



**Headteacher**  
**Cumbria Futures Federation**  
**Beacon Hill Community School, Aspatria**  
**Solway Community School, Silloth**

The Governing Body of Cumbria Futures Federation welcome applications for the post of Headteacher across our two secondary schools: Beacon Hill Community School in Aspatria and Solway Community School in Silloth.

Our successful Federation was formed in 2018 and has delivered rapid improvements in both our schools, resulting in two 'Good' Ofsted judgements in 2019 and 2020. We are seeking an energetic, committed and value-led leader to take our schools forward to 'Outstanding' and beyond. Working with our talented Senior Leadership Team, our new Headteacher will lead both our secondary schools and will develop and expand our Federation as well as driving continuous improvement and alignment across our schools.

Salary will be in the range L20-24.

Informal inquiries may be made to the Chair of Governors, David Davidson, via email to [clerk@solway.cumbria.sch.uk](mailto:clerk@solway.cumbria.sch.uk).

Applications for the post should be made by 17.00 on Monday 26<sup>th</sup> April 2021 by submitting a completed application form, plus a short (maximum one page) description of the candidate's philosophy for our Federation to:

Jennifer Rowlands  
Clerk to the Governors  
[clerk@solway.cumbria.sch.uk](mailto:clerk@solway.cumbria.sch.uk)

Interviews will be held on 28<sup>th</sup> and 29<sup>th</sup> April 2021.

Cumbria Futures Federation and Cumbria County Council are committed to safeguarding and promoting the welfare of children and young persons, and the headteacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).



## Job Description

“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 students. Together with those responsible for governance, they are custodians of the nation’s schools.” (Headteacher standards, 2020)

Our Headteacher is expected to provide professional leadership and management for our schools, promoting a secure foundation from which to achieve high standards in all areas of the Federation’s vision and strategy. Our Headteacher will effectively meet the Headteacher standards.

The primary responsibilities are:

- Provide vision, leadership and direction;
- Manage teaching and learning effectively;
- Promote excellence, equality and high expectation for all students;
- Evaluate performance of our schools and identify priorities for continuous improvement;
- Deploy resources to achieve the school’s aims effectively;
- Secure the commitment of the wider community;
- Create a safe and productive learning environment which is engaging and fulfilling for all students; and
- Work effectively with our Federation’s Governing Body.

Our Headteacher will also clearly demonstrate consistently high standards of principled and professional conduct and will uphold and demonstrate the Nolan Principles in their professional life.

This job description aims to be a statement of the overall responsibilities rather than a list of tasks, and is broken down under the headings:

- School Culture and Behaviour
- Teaching, Curriculum and Assessment
- Additional and Special Educational Needs and Disabilities
- Managing the School
- Professional Development
- Governance, Accountability and Working in Partnership

### **School Culture and Behaviour**

The Headteacher will:

- Create a culture where students experience a positive and enriching school life
- Uphold educational standards in order to prepare students from all backgrounds for their next phase of education and life



- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from students, built on rules and routines that are understood by staff and students and clearly demonstrated by all adults in our schools
- Use consistent and fair approaches to managing behaviour, in line with our Federation behaviour policy

### **Teaching, Curriculum and Assessment**

The headteacher will:

- 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 students' knowledge and understanding of the curriculum

### **Additional and special educational needs (SEN) and disabilities**

The headteacher will:

- Promote a culture and practices that enables all students to access the curriculum
- Have ambitious expectations for all students with SEN and disabilities
- Make sure our schools work effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

### **Managing the school**

The headteacher will:

- Ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk

### **Professional development**

The headteacher will:



- 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 needs

### **Governance, Accountability and Working in Partnership**

The headteacher will:

- 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 students
- Support Governors in developing, expanding and growing our Federation and seeking positive opportunities for all of our schools

# Personal specification

## General

Essential qualifications and training:

- Teaching qualification (e.g. PGCE);
- First degree or equivalent;
- Evidence of recent, relevant professional development; and
- National Professional Qualification for Headship.

Desirable qualifications and training:

- Relevant higher degree or equivalent.

Essential qualities:

- Creativity and imagination in response to changing circumstances and new ideas;
- Resilience to cope effectively with challenge;
- Enthusiasm and ability to inspire and enthuse others;
- Commitment, reliability and integrity; and
- Positive attitude and approach to problem solving.

## Knowledge and Understanding

Essential qualities

- Experience of working with more than one whole school community to develop a vision that focuses on excellence, high standards and meets the needs of all;
- Ability to think strategically, build and communicate a coherent vision in a range of compelling ways;
- Experience of working with parents, carers, families and the school team to help children and young people succeed and thrive;
- Clear understanding of effective school self-evaluation;
- Knowledge and understanding of the headteacher's role in advising and working with the governing body in carrying out its statutory duties;
- Sound knowledge and understanding of the legislative framework in which schools operate; and
- Sound knowledge and understanding of the requirements of the Ofsted inspection framework.

## Leading Teaching and Learning

Desirable:

Experience in:

- Developing flexible and effective approaches to improve teaching so all teachers are assessed as good or outstanding which leads to high standards for all learners; and
- Reviewing school performance and using the information to raise standards and expectations for all learners.

Expertise in:

- Determining, organising and implementing an appropriate curriculum, either across the whole school, key stage or subject area; and
- Developing and/or implementing a policy for the pastoral care of the whole school community.

Knowledge of:

- Effective approaches to behaviour management and delivering them in a school setting.

Ability to:

- develop a team with the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes to promote the rights of children and young people.

## **Developing Self and Working with Others**

Able to demonstrate:

- Successful track record in working with others to maintain good relationships within the whole school community; and.
- Commitment to continuous professional development for the whole school community.

## **Leading and Managing**

Essential qualities:

- Commitment to developing the leadership and management skills of all staff;
- Able to delegate effectively in order to achieve outcomes and provide development for others;
- Understanding of how to manage conflict, complaints or conflicting priorities effectively to achieve a positive outcome;
- Evidence of ability to provide a clear overview of complex issues and provide sound professional and reliable advice to different sections of the school community;
- Proven track record of motivating, training and developing others, coupled with the ability and confidence to tackle complex or sensitive problems;
- Experience in improving teaching and learning, harnessing the energies, talents and commitment of others to achieve successful outcomes; and
- Experience of taking action to secure improved performance at individual or team level.

## **Collaboration and Partnership**

Essential qualities:

- Commitment to working effectively with parents, external partners, faith communities, diocesan authorities, other agencies and schools to support children's learning and to define and realise the school's vision;
- Understanding of the benefits of collaborating with other schools and organisations to enhance teaching, learning and management development opportunities;
- Experience of and commitment to listening to, reflecting and acting on community feedback;
- Experience of community involvement that contributed to developing a strong, cohesive and sustainable community; and
- Successful track record of working with senior colleagues and key decision makers in partner organizations to gain agreement around a joint approach to raising standards.