

Job Description and Person Specification

Headteacher (Secondary Phase)

School: Beckfoot Upper Heaton
Salary/Grade: L26-L32 (£81,927-£94,898)
Reporting to: Executive Head/CEO

JOB DESCRIPTION

Core Purpose of the Post

To be line managed by the Executive Head or CEO and work with other senior leaders to create a remarkable school where no child is left behind.

This role involves engaging with students/pupils in regulated activity relevant to children.

Corporate Responsibilities

- Carry out the responsibilities of the role in line with our mission
- Comply with all policies, procedures, working practices and regulations, notably, Child Protection, Equality and Diversity, Health and Safety, Confidentiality, Data Protection, Financial Regulations in line with our scheme of delegation
- To lead and uphold an individual and organisational commitment to a culture of safeguarding, promoting the wellbeing of children
- To lead a culture of continuous and relentless improvement, where feedback is a gift
- To carry out any reasonable duties as requested by the CEO and/or the Trust Board

Key Duties and Responsibilities

- Be mission-aligned and live the values and ambitions of our trust, including servant leadership
- Embrace the DfE Headteacher Standards and the Nolan Principles of public life
- Demand remarkably high standards so that students can learn, and teachers can teach
- Fervently demonstrate the belief that every student in the school regardless of starting point or background can achieve both academically and socially
- Invest in people, holding others to account with kindness and candour, providing clear direction for all
- Provide line-management to the senior team, developing through instructional or dialogical coaching
- Lead organisational change with emotional intelligence, implementing strategy with rigour and clarity
- Align the school to our One Trust Contract and our People First Charter: supporting collective efficacy and the One Trust operating model
- Demonstrate highly professional behaviours, leading by example
- Craft a purposeful, motivational, and inclusive culture where all can belong
- Challenge 'group think' and encourage 'rebel ideas' by being an outward focused horizon scanning leader
- Enhance the reputation of the Trust both locally and nationally to attract mission-aligned talent
- Provide clarity of expectation and exactingly high standards
- Have enough humility to defer to the brilliance of others
- Put the school at the heart of the local community
- Manage own workload and the workload of others
- Take seriously the duty to safeguard all young people

Professional Development

- Demonstrate burning intellectual curiosity and a desire to engage with the latest research
- Draw influence from within and beyond the sector both nationally and internationally
- Be committed to own professional development, demonstrating the desire to be better tomorrow than you are today

Other Considerations

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions (no matter how small) to the school's Designated Safeguarding Lead or in the case of concerns about a member of staff, the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles of the Trust's equity, diversity and inclusion policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010.

JOB DESCRIPTION

- Must be legally entitled to work in the UK

Safeguarding: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Advanced Threshold Fluency Duty Required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in school.

Date: January 2023

This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks.

Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Line Manager. The Job Description will be reviewed with the post-holder in relation to need or on an annual basis through appraisal and whole-Trust review of strategy and effectiveness.

PERSON SPECIFICATION

Headteacher (Secondary Phase)

	Essential Requirements	Desirable Requirements	How Identified
Qualifications	<ul style="list-style-type: none"> • Good honours degree • PGCE (QTS) • Relevant up to date CPD / evidence of research 	<ul style="list-style-type: none"> • NPQH • Masters or management qualification 	<ul style="list-style-type: none"> • Application
Experience	<ul style="list-style-type: none"> • Sustained success as a secondary school leader (demonstrable impact on outcomes and Ofsted grade) • Evidence of leading impactful and sustained school improvement with clarity, appropriate pace whilst winning 'hearts and minds' • Evidence of successful line-management and accountability of others • Understanding of what makes a Multi-Academy Trust successful and a strong belief in systems leadership • History of motivating people (staff and students) to meet the mission • Understands how to create a culture of high expectations and aspiration with explicit social norms • Understanding of how structure and routines support the psychological safety of all, in particular the most vulnerable • Evidence and experience of improving behaviour and school culture through a warm-strict/tough love approach • Understanding of cognitive psychology and curriculum theory and practice • Understanding and commitment to powerful knowledge as a right for all • Works positively with all stakeholders, including governors • Works effectively with trade unions 	<ul style="list-style-type: none"> • Leading in an area of high deprivation • Working in a diverse community 	<ul style="list-style-type: none"> • Application • References • Interview

PERSON SPECIFICATION

	Essential Requirements	Desirable Requirements	How Identified
Knowledge, Skills and Ability	<ul style="list-style-type: none"> • Experience of working in an area of high deprivation • Commitment to a culture of safeguarding and hyper-vigilance • In-depth knowledge of the sector nationally • Understanding of HR policies and employment law within the sector • High expectations which motivate all • Razor-sharp focus on data balanced with emotionally intelligent 'gut instinct' • Strong analytical and strategic thinking • Forensic attention to detail and an understanding of how this leads to successful implementation of change • Understands how to hold to account with kindness and candour • Deep understanding of what makes a people-first healthy organisation • Ability to simplify complex issues • Sensitively resolves conflict • Builds cohesive teams and creates clarity • Strong understanding of how to craft a mission-aligned culture with the safety and happiness of all students and staff at the heart 	<ul style="list-style-type: none"> • Working in a Multi-Academy Trust that has encountered growth • Understanding of scalable school improvement • Current thinking in talent and people management, including the value of diversity 	<ul style="list-style-type: none"> • Application • Interview
Character/ Values	<ul style="list-style-type: none"> • Values-driven, resilient leader with the desire to continue to develop and grow as an executive trust leader • Strength of character to make difficult mission-aligned decisions yet enough humility to defer to the brilliance of others when necessary • Driven to make a difference to the Beckfoot Trust and the communities that we serve • Actions always driven by purpose not power 	<ul style="list-style-type: none"> • Knowledge of what makes the top performing schools in the country successful 	<ul style="list-style-type: none"> • Interview

PERSON SPECIFICATION

	Essential Requirements	Desirable Requirements	How Identified
	<ul style="list-style-type: none"> • Commitment to diversity, equity, and inclusion • Unshakable belief that all children can and do • Strong self-awareness and ability to give, receive and act on feedback • Relentlessly ambitious for all staff and students • Ability to work under pressure and to work with rigour and speed when the need arises • Intellectual curiosity and desire for continuous self-improvement • Candid and kind • Commitment and belief in powerful knowledge as the democratic right for all • Energy, enthusiasm, and optimism • Makes no excuses • Forms trusting relationships with all • Good sense of humour and perspective • Humble, hungry, smart in equal measure • Committed to being 'one trust where all belong' 		
Personal Circumstances	<ul style="list-style-type: none"> • Must be legally entitled to work in the UK (Asylum & Immigration Act 1996). • Must have the ability to be flexible and work to the requirements of a busy Trust • Interest in the school's wider role in the community 		<ul style="list-style-type: none"> • Application • Interview
Physical	<ul style="list-style-type: none"> • Resilient • Excellent attendance and punctuality 		<ul style="list-style-type: none"> • References • Interview
Equality	<ul style="list-style-type: none"> • A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice 		<ul style="list-style-type: none"> • Application • Interview