

### **Job Description**

<b>Job Title</b>	Headteacher (Secondary)
<b>Grade/Salary</b>	Leadership L28 – L32 (£81,942 - £90,379 per annum)
<b>Reporting to</b>	Director(s) of School Improvement

#### **Job Purpose**

The Headteacher will take overall responsibility for the leadership and management of every aspect of the school. They will establish a culture of outstanding teaching and learning and behaviour management, an ethos of high expectations and inclusive culture where all children thrive and are safe.

The overall purpose of the post is to ensure an outstanding quality of education for all children in the school.

#### **Key Responsibilities and Accountabilities**

To provide leadership for, and management of, all staff and children and specifically to be accountable for:

- The quality of education of all pupils, including the most vulnerable, those with SEND and additional needs and the ablest;
- Curriculum, teaching, learning and assessment;
- Staff and financially sustainable deployment of resources;
- Personal development, behaviour and attitudes and the safeguarding of pupils;

The post holder will be expected to promote the vision and values of the Ponterfract Academies Trust as being enthusiastic, collaborative and forward-thinking with all internal and external stakeholders, including trustees, School Performance Review Board members, colleagues, pupils, parents, visitors and the local and broader community.

#### **Leadership and Management**

- Work closely with the Director(s) of School Improvement and the School Performance Review Board and develop a strategic view for the school in its community, analyse and plan for future needs and further develop the school within the local and national context;
- Work in close collaboration with Trust primary and secondary headteachers in the spirit of collaboration and to further develop a strongly aligned 5-16 school improvement offer;
- Lead and manage all staff recruitment to ensure that staff of the highest standards are recruited, selected and retained within the Trust;
- Ensure exemplary professionalism from all staff;
- Instill an ethos of high expectations for behaviour and achievement of all children;
- Lead and manage staff professional development and training;
- Lead and manage the school's strategic development and maintain/communicate this in the Self Evaluation Form and the School Improvement Plan;

- Maintain strong working relationships with the community, agencies and other stakeholders, including parents and the School Performance Review Board;
- Ensure all safeguarding policies and procedures fully meet the latest national guidelines and are published as required; ensure staff are all fully trained and aware of their responsibilities.

### **Curriculum, teaching, learning and assessment**

- Lead (through others) the sustainable development and further embeddedness of the Trust teaching and learning rubric, allowing for engaging and effective lessons so that the curriculum is well implemented;
- Use and support others in using regular assessments to monitor progress, set targets, and respond accordingly to the results of such monitoring;
- Maintain regular and productive communication with parents to report progress, sanctions and rewards and all other communications;
- Work with all senior leaders in the Trust to develop the school curriculum, teaching and learning policy and associated timetable;
- Ensure that staff effectively use a robust tracking and target setting system for pupils in line with Pontefract Academies Trust's expectations;
- Ensure that regular and meaningful pupil progress reports are written and shared with pupils and their families;
- Provide information and analysis of data collected according to the requirements of the self-review process each term (including Pontefract Academies Trust and School Performance Review Board).

### **Culture and Ethos**

- Maintain a strong school community, characterised by consistent, orderly behaviour and caring, respectful relationships;
- Maintain a school culture and ethos that is utterly committed to achieving and developing high aspirations in line with the vision of Pontefract Academies Trust;
- Coach, motivate and mentor staff to build a school culture of commitment, high standards and drive for success;
- Develop and maintain strong partnerships and ensure regular and productive communication with parents.

### **Operations and Resourcing**

- Coordination and day to day management of estate and facilities;
- Work with executive and other colleagues to oversee school finance, facilities, catering, IT and other resources;
- Ensure robust operational systems;
- Oversee and ensure sustainable and efficient deployment of staff through the use of curriculum led financial planning, including the effective and efficient deployment of support staff across the school;
- Ensure that the school can function while building work occurs (if necessary).

### **Supporting the work of the MAT**

- Develop and maintain the ethos of Pontefract Academies Trust so that it is intrinsic and permeates all aspects of the school's life and curriculum;

- Develop reciprocal and positive relationships with colleagues in Pontefract Academies Trust and contribute to collaborative work across the schools' cross phase;

#### **Other Duties and Responsibilities**

- Promote high standards of personal, professional conduct and integrity as per the Trust Employee Code of Conduct;
- Be aware of and comply with Trust policies and procedures, including child protection, financial regulations, health, safety and security, confidentiality and data protection;
- Contribute to the overall vision and values of the Trust;
- Appreciate and support the role of other professionals;
- Work effectively as part of a team;
- Attend and participate in relevant meetings as required;
- Be flexible and willing to work between different sites across the Trust as required.;
- Other reasonable duties commensurate with the grade of the post as directed by the CEO/Director(s) of School Improvement.

**The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.**

### Person Specification

			Assessed by:	
No.	Categories	Essential or Desirable	App Form	Interview or Task
Qualifications and Experience				
1.	Qualified Teacher Status;	E	✓	✓
2.	Evidence of significant and relevant continued professional learning;	E	✓	✓
3.	Has completed training in preparation for a senior leadership and management role;	E	✓	✓
4.	Has substantial experience across the range of leadership areas as a Deputy Headteacher;	E	✓	✓
5.	Has achieved on is enrolled on NPQH	D	✓	✓
Shaping the Future				
6.	Is able to articulate a strong, clear vision for high quality secondary and cross phase education which maximises the potential of the school;	E	✓	✓
7.	Can articulate ways of building, communicating and implementing a shared vision;	E	✓	✓
8.	Has experience of school self-evaluation and can describe effective strategies for undertaking this;	E	✓	✓
9.	Demonstrates understanding of the strategic planning process;	E	✓	✓
10.	Has experience at senior level of leading significant change which has impacted upon pupil outcomes;	E	✓	✓
11.	Has first-hand experience and involvement in school improvement planning;	E	✓	✓
Leading, Teaching and Learning				
12.	Demonstrates personal enthusiasm for teaching and learning	E	✓	✓
13.	Is an outstanding classroom practitioner who can model the principles of effective teaching and learning to a high standard;	D	✓	✓
14.	Has an excellent understanding of assessment and how it can be used to plan curricular interventions to accelerate pupil progress;	D	✓	✓
15.	Can articulate strategies for improving the quality of teaching of colleagues;	E	✓	✓
16.	Understands new curriculum frameworks;	E	✓	✓
17.	Has experience of working in partnership with senior staff to monitor, evaluate and improve teaching and learning;	E	✓	✓
18.	Has successful experience of teaching and leadership in more than one school;	E	✓	✓
19.	Has experience of curriculum design and management;	E	✓	✓

No.	Categories	Essential or Desirable	Assessed by:	
			App Form	Interview or Task
20.	Has experience of using research evidence to inform teaching and learning;	E	✓	✓
<b>Developing Self and Working with Others</b>				
21.	Understands the importance of working in partnership with colleagues;	E	✓	✓
22.	Demonstrates commitment to shared leadership and effective team work;	E	✓	✓
23.	Has experience of working alongside colleagues to improve their classroom practice;	E	✓	✓
24.	Understands the relationship between managing performance, professional development and school improvement;	E	✓	✓
25.	Can articulate strategies to develop professional learning of individuals and teams;	E	✓	✓
26.	Has experience of giving effective feedback to improve the performance of others;	E	✓	✓
27.	Demonstrates high expectations for self and others;	E	✓	✓
28.	Has experience of dealing with conflict and managing challenging situations;	E	✓	✓
<b>Managing the school</b>				
29.	Demonstrates understanding of the need to develop and sustain a safe, secure, healthy and fair school environment;	E	✓	✓
30.	Ability to prioritise, plan and organise own workload and that of others;	E	✓	✓
31.	Ability to identify, establish and sustain appropriate leadership structures and systems;	E	✓	✓
32.	Displays the ability to think creatively to anticipate and solve problems;	E	✓	✓
33.	Has experience of project management for planning and implementing change;	E	✓	✓
34.	Has successfully developed, implemented, monitored and evaluated school policies;	E	✓	✓
35.	Has experience of implementing the performance management process;	E	✓	✓
<b>Strengthening Community Links</b>				
36.	Has successfully used a range of strategies to encourage parents to support their children's learning and realise the school's vision;	E	✓	✓
37.	Shows a commitment to a multi-agency approach for the well-being of pupils and their families;	E	✓	✓
38.	Can build partnerships in the community;	E	✓	✓
39.	Is able to listen to, reflect and act on feedback from stakeholders as appropriate;	E	✓	✓

			Assessed by:	
No.	Categories	Essential or Desirable	App Form	Interview or Task
40.	Shows a commitment to the wider curriculum beyond school and the opportunities it provides for pupils and the wider community;	E	✓	✓
	Has experience of working collaboratively with other schools or communities to improve outcomes;	E	✓	✓
<b>Personal Skills and Attributes</b>				
41.	Demonstrates a genuine empathy with children;	E	✓	✓
42.	Is able to communicate effectively and concisely;	E	✓	✓
43.	Is a good listener;	E	✓	✓
44.	Is flexible and consistent with strength of character and impeccable integrity;	E	✓	✓
45.	Is capable of making reasoned judgements;	E	✓	✓
46.	Is approachable;	E	✓	✓
47.	Has a presence that inspires confidence and trust;	E	✓	✓
48.	Is able to motivate and inspire;	E	✓	✓
49.	Is able and willing to delegate appropriate responsibilities;	E	✓	✓
50.	Has confidence in others to take a leadership role;	E	✓	✓
<b>Securing Accountability</b>				
51.	Has worked within or demonstrates a reasonable understanding of the accountability/delegated responsibility framework of a Multi Academy Trust;	D	✓	✓
52.	Has a good understanding of the role of governance;	E	✓	✓
53.	Has a good understanding of the need to be accountable to parents for the education of their child and can articulate strategies that would enable parents to be involved in the life of the school;	E	✓	✓
54.	Has previous experience of challenging and supporting others in order to achieve specific targets;	E	✓	✓
55.	Demonstrates understanding of individual, team and whole school accountability for pupil learning outcomes;	E	✓	✓
56.	Has a good understanding of available data sets and how they might be used to benchmark the school's performance and as a tool for target setting and improvement planning;	E	✓	✓
57.	Has experience of reporting attainment and progress to a range of audiences;	D	✓	✓
58.	Has led a school through a recent OFSTED inspection/been in a key senior leadership position through OFSTED;	D	✓	✓
59.	Has an understanding of school financial management.	D	✓	✓