



Headteacher

Salary / grade range	Leadership L33 – L39 £97,256 – £112,601
Location	Co-op Academy Grange
Reports to	Executive Headteacher - West Yorkshire

Purpose of role:

To strategically lead and develop Co-op Academy Grange in line with the co-operative values and principles, to give every student the highest quality education and to ensure the highest possible standards of academic achievement and personal development.

Key accountabilities (and specific duties / responsibilities):

Qualities & knowledge / Leadership

- Drive strategic leadership within the academy, and lead by example with integrity, creativity, resilience and clarity
- Demonstrate a passionate commitment to the Trust, the academy, its students, staff and community
- Motivate and work with others (including the Executive Headteacher, Academy Governing Council, Trust and Sponsor) to create a shared culture and positive environment, based on co-operative values, ensuring that equality and diversity is reflected in school culture and practice and the learner is at the heart of everything we do
- Communicate clearly and compellingly the Trust and academy's vision and values so that it is shared, understood and acted upon by all
- Work with the whole school community to translate the vision into agreed objectives and evidence-based school development plans and policies for the organisation and its facilities, collaborating with stakeholders to set, and work to secure, school improvement objectives and ensuring that learning is at the centre of all strategic planning and resource management
- Sustain own knowledge and understanding of the education system and translate Trust and national policy in to the academy's context
- Regularly review own practice and, alongside the Executive Headteacher, Chair of Governors, Regional Director and CEO (and Headteacher colleagues if applicable), and taking account of feedback from others and the national standards of excellence for Headteachers, set personal targets and take responsibility for own development
- Knowledge of or experience of working in diverse communities
- Further strengthen the co-operative working that exists between the Trust's academies in the city and beyond



Students & Staff

- Demand ambitious standards for all students, particularly those overcoming disadvantage and advancing equality
- Implement strategies, and support, motivate & challenge staff, to ensure that the school delivers the highest standards of learning and care and implements a rich curriculum which is continually assessed to ensure impact on learning
- Work collaboratively with other Trust academies to build the community of schools and share and develop good educational development strategies and practice
- Lead a creative, responsive and effective learning environment which sets high expectations and challenging targets to ensure a continuous and consistent school-wide focus on student achievement, using data and assessment tools to monitor progress
- Ensure staff roles, responsibilities and accountabilities are clearly defined, understood and agreed, and that there is effective planning, allocation and evaluation of work for teams and individuals
- Hold staff to account for their professional conduct and practice and encourage and support them to develop their own skills and subject knowledge, and to support each other.

Systems & processes

- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding and promoting the welfare of children and young people and developing their behaviour in school and in the wider society
- Work with the Executive Headteacher, Academy Governing Council, Regional Director and CEO to enable the academy trust to meet its statutory responsibilities and improvement targets.
- Welcome strong governance and active support from the Academy Governing Council
- Provide an accurate account of the academy's performance to a range of audiences, upholding the principles of transparency, integrity and probity
- Ensure that all functions carried out by the academy are discharged with due regard to relevant statutory legislation, including that relating to health and safety, data protection and safeguarding
- Manage the academy's human, financial and physical resources effectively to achieve the aims of the academy development plan
- Maintain an agreed academy organisational structure, which enables effective and efficient operational practice.
- Recruit, retain and deploy staff appropriately; maintain effective strategies and procedures for staff induction and professional development
- Monitor, evaluate and review classroom practice to embed improvement strategies and consistently and systematically raise the quality of teaching. Use the performance management system to challenge and develop staff and, where required, tackle staff underperformance



The self-improving school system

- Ensure that the academy plays an active role in its community, collaborating with other stakeholders and agencies to ensure student and community needs are met and build the reputation of the school and the Trust within the community
- Grow partnerships with parents and carers to support and improve student achievement and personal development
- Create and promote positive strategies for challenging racial, religious and other prejudice
- Maximise the potential of the academy site to provide stimulating learning environments and community facilities, and develop a vision to improve premises through consultation with stakeholders
- Provide high quality training and professional development for all staff
- Variety of strategies to promote school improvement and challenge themselves



Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g., application form (A), interview (I) test (T)
<p>Qualifications and Experience</p> <ul style="list-style-type: none"> • Teaching qualification • First degree or Certificate of Education • Holder of NPQH (or gained headship before 2004); if does not hold NPQH must have evidence of alternative relevant post-graduate qualification and a willingness to undertake NPQH upon appointment • Desirable: Safer Recruitment certificate from recognised provider (required within the first year of Headship) • Relevant recent and substantial experience of senior leadership roles in schools (e.g., strong track record as Headteacher and/or Deputy Headteacher) • Desirable: already has experience working as Headteacher/Acting Headteacher. • Able to demonstrate having achieved good or outstanding educational results especially in terms of disadvantaged students 		



<p>Qualities & Knowledge / Leadership</p> <ul style="list-style-type: none"> • Ability to articulate a clear future vision for the academy, and to implement a strategic plan across the whole school that is influenced strongly by the Trust's strategic plan, identifying priorities and evaluating the impact • Experience of working with and leading teams and individuals to implement changes across the school • Ability to build effective relationships with staff, parents/carers, governors and other agencies, and to influence all stakeholders • Track record of school improvement with ability to make and implement difficult decisions • Ability to interrogate data and draw on national datasets to determine how effective teaching and learning are • Experience of partnership/ collaboration and collaborative leadership • In-depth knowledge of primary education including implementing successfully key government initiatives, policies and practices and curriculum developments • Full awareness of health and safety responsibilities so that a safe environment is maintained • Understanding of financial processes and procedures 		
<p>Students & Staff</p> <ul style="list-style-type: none"> • Experience of implementing strategies which impact positively upon learning and create innovative learning experiences for students • Experience of implementing curriculum improvements and effective interventions to ensure students make good or better progress • Effective use of assessment tools to monitor teaching & learning and student progress, with the ability to identify excellent classroom practice to enable teachers to improve • Ability to lead, manage, motivate, enthuse and develop staff • Evidence of instilling a strong sense of accountability in staff for the impact of their work on student outcomes 		



<p>Systems & Processes</p> <ul style="list-style-type: none">• Ability to plan and allocate work effectively• Experience of performance management to secure improvement in others through effective feedback, and managing underperformance of staff to a satisfactory conclusion when required• Evidence of a commitment to promoting the welfare and safeguarding of children, including an ability to implement effective Child Protection policies and procedures, and to deal with sensitive issues in a supportive and effective manner whilst working in a multiagency team approach• Evidence of promoting, implementing and monitoring equal opportunities across all aspects of a school• Experience of successful management of school budgets and managing the school environment in line with health and safety regulations• Experience of developing appropriate school development plans, policies and procedures• Experience of working effectively with a governing body to fulfil statutory duties• Experience of providing performance data for a range of audiences• Evidence of implementing changes to staffing structures to secure improvement		
<p>The self-improving school system</p> <ul style="list-style-type: none">• Evidence of reviewing own practice and effective CPD• Ability to build relationships with community groups, outside agencies and other schools• Experience of positively promoting the school in the community [Desirable: and in the media]• Experience of working with parents and carers to improve student achievement		



Personal qualities and attributes

- Demonstrates clear moral purpose and a commitment to co-operative values & principles and 'Ways of Being'
- Identifies with the Sponsor, and is keen to maximise the opportunities that sponsorship presents
- Communicates effectively with self-awareness and social perception
- Adaptable to changing circumstances and new ideas
- Ability to quickly assess a situation or set of complex information to identify key relevant factors
- Approachable and enjoys being highly visible to children and parents
- Demonstrates personal impact, presence, creativity and imagination to anticipate and solve problems
- Demonstrates good judgement
- Demonstrates commitment, reliability and integrity
- Demonstrates emotional intelligence and the ability to be resilient, robust and calm under pressure
- Is motivated by challenge
- Is self-motivated and able to motivate others

The duties outlined in this Job Description are in addition to those covered by the latest School Teachers' Pay and Conditions Document and the National Teachers' Standards. It may be modified by the Executive Headteacher, after consultation, to reflect or anticipate changes in the job, commensurate with the salary and job title, also other duties that the Executive Headteacher may from time to time ask the post-holder to perform.

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.