

Job title:	Headteacher
Phase	Secondary/ Upper School
Salary	Leadership pay scale (competitive in line with STPCD)
Reports to:	Director of Education

Main job purpose

- To work within Initio Learning Trust Values, Ethos and Vision and work collaboratively with the Executive of the Trust to achieve Trust aims and objectives.
- Be responsible for the learning and achievement of all students ensuring equality of opportunity for all.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position.
- Work proactively and effectively in collaboration and partnership with schools within Initio Learning Trust and beyond, learners, parents/carers, LSC members, other staff and external agencies in the best interests of students.
- Act within the statutory frameworks, which set out the professional duties and responsibilities and in line with the duties outlined in the School Teachers Pay and Conditions Document and Teacher Standards.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
- Monitor, evaluate and review school practice and promote whole school improvement strategies.
- Ensure that communication systems and processes are consistent, embedded and working effectively.
- Implement effective change management, leading the team, managing change and ensuring buy in from all key stakeholders.
- Establish a creative, responsive and effective approach to teaching and learning
- Enable effective curriculum delivery.

Main responsibilities and duties

- Lead the improvement and development of the school on the basis of evidence about effective practice, and promote a strong culture of continuous professional development of Trust staff.

- Demonstrate political astuteness in promoting the best interests of the school in the context of the Trust's core objectives, translating opportunities arising for local and national policy into the academies context.
- Ensure that developments within the school are consistent with our core objectives and further seek to serve our local community.
- Demand ambitious standards for all students overcoming disadvantage and advancing equality, instilling a shared sense of accountability in staff for the impact of their work on student outcomes.
- Maintain and secure outstanding teaching for all students through an understanding of the features of successful classroom practice and curriculum design.
- All teachers are required to carry out the duties of a school teacher as set out in the School Teachers Pay and Conditions Document.
- Headteachers are also required to meet the Headteachers standards (2020) which have Teachers Standards (2012) as a foundation. Headteachers' performance will be assessed against the headteacher Standards as part of the appraisal process as relevant to their role in the school. The Trust's appraisal policy outlines the full approach which the Trust adopts in this area.

Leadership and Management

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Promote the sharing of best practice across the school between teachers and a culture where less than good practice is challenged and improved.
- Create an ethos within which all staff are motivated and supported to develop their own skills and support each other.
- Identify emerging talents at all levels, coaching and encouraging aspiring leaders in a climate of excellence, leading to good succession planning.
- Hold all staff accountable for professional conduct and practice.
- Ensure that systems, organisation and processes are all effective, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all students and staff with a strong focus on safeguarding and the development of exemplary behaviour in school and in the wider society.
- Enable effective curriculum delivery through appropriate sharing of teaching expertise.

- Establish and implement rigorous systems for managing the performance of all staff, addressing underperformance, supporting staff to improve and valuing excellent practice.
- Monitor, evaluate and review school practice and promote school improvement strategies.
- Welcome strong governance and actively support the Local School committee and trustees to deliver their functions.
- Promote distributed leadership, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for students, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage the school effectively, using approaches which are appropriate to students' needs in order to inspire, motivate and challenge students.
- Maintain good relationships, exercise appropriate authority, and act decisively when necessary.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of staff and students.
- Have high expectations of behaviour, promoting self control and independence of all learners.
- Be responsible for promoting and safeguarding the welfare of staff, students and visitors within the school, raising any concerns following school protocol/procedures.

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities.
- Identify opportunities for collaboration working with colleagues within the Trust and beyond.
- Contribute to the selection and professional development of staff including the induction assessment.
- Review, develop and manage the activities relating to the curriculum, organisation and pastoral functions of the school.

Fulfil wider professional responsibilities (wider engagement and contribution)

- Work collaboratively with others to develop effective professional relationships.
- Deploy staff effectively as appropriate.
- Communicate effectively with parents/carers with regard to students' achievements and well-being using school systems/processes as appropriate.

- Develop the capacity for the school to work across the Trust and improve outcomes for all students.
- Develop effective relationships with other services to improve academic and social outcomes for all students.
- Use well evidenced educational research to help contribute to self-improving and school led systems.
- Support the Executive team to create a centre of good practice in initial and continuing teacher education.
- Inspire and influence others within and beyond the Trust to believe in the fundamental importance of education.

Professional Development

- Regularly review the effectiveness of your practice and its impact on students' progress, attainment and wellbeing, refining your approaches where necessary, responding to advice and feedback from colleagues.
- Be responsible for improving your leadership through participating fully in training and development opportunities identified by the Trust or as developed as an outcome of your appraisal.
- Proactively participate with the Trust's performance management process.

General and School Responsibilities

- Be familiar with Safeguarding requirements in protecting the welfare of children, and young people. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.
- Contribute to and support the Trust's Values, Ethos and Vision
- Participate in training and other learning activities as required
- Participate actively and flexibly in a range of school activities
- Be aware that all employees have a general duty in law to take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions
- Understand and be committed to the Health and Safety Policy and the safety priorities and be aware of their contribution to such priorities
- Be aware of and comply with the health and safety legislation and other requirements that are relevant to the post
- Demonstrate commitment and enthusiasm to promote the principle of equality and diversity in employment and service delivery
- Be familiar with, and promote the Equality and Diversity Policy

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

Job description prepared by:	Brian Boyes
Position:	Director of Education
Date:	December 2025

Requirements	Essential	Desirable	Primary Source of Evidence for Essential Criteria: (A) Application Form (I) Interview (R) References (T) Task/Lesson Observation
Qualifications	<ul style="list-style-type: none"> Qualified Teacher status Degree level qualification 	NPQH	(A)
Experience	Experience of: <ul style="list-style-type: none"> Leading secondary education Evidence of rapid and sustained improvement in current setting to include: outcomes, closing the gap and improvements in teaching and learning Effectively leading/motivating students and staff and developing team approaches Improving student outcomes Experience of monitoring and self-evaluation 		(A) (I) (A) (I) (A) (I) (I) (A) (R) (I) (A) (R) (A) (R)
Knowledge	Knowledge of: <ul style="list-style-type: none"> Current national educational priorities, developments and strategies which meet the needs of all students Recent legislation, developments and initiatives in secondary education A thorough understanding of the OFSTED frameworks regarding effective leadership, management and self-evaluation Knowledge of latest developments in safeguarding and child protection Understanding schools’ statutory responsibilities regarding the needs and care of students with SEND 		(I) (I) (I) (I) (I)
Ability and Skills	<ul style="list-style-type: none"> Evidence of up to date professional development relevant to secondary education Ability to effectively support the professional development of educational staff to motivate, empower, challenge, and enable staff to realise and meet their full potential in accordance with the statutory framework and standards Ability to analyse and present data effectively including progress and behaviour information Good understanding of the skills and attributes required for effective leadership Ability to swiftly identify needs of vulnerable students and use this knowledge to inform policy and practice Experience of implementing effective strategies which improve behaviour management 	Experience of securing excellent attendance and punctuality from students	(I)(A) (I) (A) (R) (I) (I) (I) (I)

Requirements	Essential	Desirable	Primary Source of Evidence for Essential Criteria: (A) Application Form (I) Interview (R) References (T) Task/Lesson Observation
	<ul style="list-style-type: none"> ● Experience of devising schemes of work ● Ability to foster the culture which challenges inequality. ● Ability to establish a positive ethos with an accent on high achievement for all ● Ability to empathise with the needs of students and to be firm but fair and consistent ● Ability to prioritise and manage time effectively ● A team player with the ability to establish good working relationships with staff, students, parents and, local school committee members and trustees ● Ability to communicate clearly and concisely both verbally and in writing at all levels ● Ability to set clear expectations and parameters and to hold others to account for their performance ● All teachers are required to speak English fluently, in order to fulfil all requirements of the role, specifically to communicate effectively with students (to support their learning and wellbeing) and to communicate effectively with colleagues, parents/carers and relevant external organisations. 		(I) (A) (I) (A) (I) (I) (A) (I) (B) (I) (I) (A) (I) (A) (I) (competently answering questions in English, and/or possessing a relevant recognised language qualification)
Personal Attributes	<ul style="list-style-type: none"> ● A passion for delivering a high quality education and support to the students and their families ● High personal standards and moral integrity ● An inspirational leader with the vision to build upon the school's current position within the local community ● Ability to lead, manage and prioritise effectively ● Strong interpersonal, written and oral skills and are able to inspire trust, commitment and mutual respect between student families, staff and the wider school community ● Appreciation of work life balance 		(I) (A) (R) (R) (I) (R) (I) (I) (R) (I) (R) (I)
Safeguarding	<ul style="list-style-type: none"> ● Good knowledge of relevant Safeguarding procedures ● Commitment to adhere to the Trust's Safeguarding & Child Protection Policy. ● Commitment to support the general welfare and protection of children 	Good awareness of potential Safeguarding issues	(I) (A) (I) (I)