

Job Description and Person Specification

(Based on the Key model document & Headteacher Standards 2020)

Reports to: Chief Executive Officer
Contract: Full-time & Permanent (52 weeks)
Location: Crawley Ridge Infant School
Salary: Surrey Fringe Leadership Scale L8-L13

Key Requirements and Accountabilities:

<p>Shaping the School</p>	<p>Crawley Ridge Infant School is part of The Alliance Multi-Academy Trust (TAMAT), Trustees are the legal governors of the Academies, and are accountable for all statutory functions. At the local level, Trustees delegate governance functions to Local Academy Board (LAB) at each Academy in line with the TAMAT Scheme of Delegation document and play a vital role in making sure that decisions are taken at a level closest to those affected, ensuring that every child receives the very best education.</p> <p>The Headteacher is expected to provide professional leadership and management for the school that will promote a secure foundation from which to achieve high standards in all areas of the school's work.</p> <p>As Headteacher you will be required to undertake such duties as may reasonably be determined by the LAB to effectively manage the school on a day-to-day basis, provide strong leadership and promote the notion of team spirit; and to carry out the following duties in consultation with the LAB, TAMAT Trust Board, staff of the school and parents as appropriate.</p>
<p>Multi-Academy Trust expectations</p>	<p>The Alliance Multi-Academy Trust (TAMAT) brings together local, like-minded schools within collaborative reach to achieve even greater outcomes for every child than would be individually possible.</p> <p>We place learning at the heart of our communities. We pool our resources to deepen and nourish the education of all. We aim to improve the life chances of all our children, by helping them develop wisdom, hope, a sense of community and dignity.</p> <p>Each school's unique ethos and values, whether secular or faith, are strengths to be celebrated and enrich our trust. Fundamental to all schools within our alliance is a belief in a child-centred approach to education and a commitment to raising the aspirations, achievements and well-being of every one of our children, our staff and our communities.</p> <p>As a member of TAMAT, Academy Heads are line managed by the CEO and work closely and in partnership with other TAMAT Heads to:</p> <ul style="list-style-type: none"> • Provide strategic and operational leadership of the academy • Work with the LAB to establish the vision and strategic direction of the academy • Be accountable to the LAB for standards of education within the academy • Manage the day to day operation of the academy to achieve its goals and build its reputation within the community • Ensure the unique ethos and values of the academy are upheld • Develop a culture of personal responsibility and professional self-review in all academy employees • Report termly to the LAB against the key milestones within the SDP • Ensure all local academy policies are compliant and up to date • Ensure all trust policies are actioned at local level

Main purpose

The headteacher will:

- Formulate the aims and objectives of the school and provide overall strategic leadership
- Establish policies for achieving these aims and objectives
- Manage staff and resources to that end
- Monitor progress towards the achievement of the school's aims and objectives
- Lead by example and model best practice regarding professional conduct, workload and personal development
- Be a role model for all in our community
- Work closely with TAMAT as part of Executive Team to ensure excellence across the MAT.

Shaping the School

1. School Culture	<p><i>Headteachers:</i></p> <ul style="list-style-type: none"> • establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community • create a culture where pupils experience a positive and enriching school life • uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life • promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment ensure a culture of high staff professionalism
2. Teaching	<p><i>Headteachers:</i></p> <ul style="list-style-type: none"> • establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn • ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains ensure effective use is made of formative assessment
3. Curriculum and assessment	<p><i>Headteachers:</i></p> <ul style="list-style-type: none"> • ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught • establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities • ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum
4. Behaviour	<p><i>Headteachers:</i></p> <ul style="list-style-type: none"> • establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils • ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy • implement consistent, fair and respectful approaches to managing behaviour ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities	<p><i>Headteachers:</i></p> <ul style="list-style-type: none"> • ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities • establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively • ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs⁸ and special educational needs and disabilities of pupils, providing support and adaptation where appropriate ensure the school fulfils its statutory duties with regard to the SEND code of practice
6. Professional development	<p><i>Headteachers:</i></p> <ul style="list-style-type: none"> • ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs • prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning
7. Organisational management	<p><i>Headteachers:</i></p> <ul style="list-style-type: none"> • ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care • prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds • ensure staff are deployed and managed well with due attention paid to workload • establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently ensure rigorous approaches to identifying, managing and mitigating risk
8. Continuous school improvement	<p><i>Headteachers:</i></p> <ul style="list-style-type: none"> • make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement • develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
9. Working in partnership	<p><i>Headteachers:</i></p> <ul style="list-style-type: none"> • forge constructive relationships beyond the school, working in partnership with parents, carers and the local community • commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils
10. Governance and accountability	<p><i>Headteachers:</i></p> <ul style="list-style-type: none"> • understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility • establish and sustain professional working relationship with those responsible for governance • ensure that staff know and understand their professional responsibilities and are held to account ensure the school effectively and efficiently operates within the

	required regulatory framework
11. Multi-Academy Trust	<i>Headteachers:</i> <ul style="list-style-type: none"> • Support TAMAT vision, strategy and policies. • Contribute to regular Executive Team meetings. • Engage with CEO and school improvement • Engage with the Central Business Team Officers to secure effective and efficient health and safety and financial sustainability • Lead TAMAT portfolio, Teaching and Learning Matrix, appraisal, networks, SDP and SEF processes to support school improvement.
12. Other key accountabilities	The Headteacher is expected to work in close partnership with the neighbouring junior school to embrace the collaborative structures that build capacity for staff, expertise and resource sharing across both Crawley Ridge schools. This is in-line with TAMAT Trust Board strategy.

The Headteacher may also be required to undertake other reasonable duties as may be requested by the Governing Body from time to time.

This job description is subject to the general conditions of service for a Headteacher as set out in the School Teachers' Pay and Condition Document. The job description is based on the National Standards of Excellence for Headteachers.

Other areas of responsibility

The headteacher will set the strategy for income generation and will proactively identify ways of sourcing independent revenue that can contribute towards essential activities and day-to-day operations. The headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Person Specification

The person specification shows the abilities and skills you will need to carry out the duties in the job profile. You should indicate clearly how you meet these requirements with examples of impact when you fill in your application form and supporting statement.

The letters in the final column indicate in which element of the recruitment and selection procedure the evidence is intended to be collected.

A Application Form SS Supporting Statement I Interview

	Qualifications and experience	Assessment Method
1.	Qualified Teacher Status or Qualified Teacher Learning and Skills (QTS or QTLS) (with degree level education or equivalent). <i>Desirable:</i> National Professional Qualification for Headship (or working towards this) or evidence of other successful post-graduate study (e.g. MA in Education).	A
2.	Proven recent senior leadership experience in a relevant sector school – ideally as deputy or head of school.	A
3.	Proven excellent and inspirational teaching relevant to sector.	A,I
4.	Relevant experience of working with children with a wide range of special needs.	A,I
5.	Experience and understanding of managing people, budgets, appraisal and IT in relation to its effective use in the curriculum.	A,SS,I
6.	Experience of delivering and managing statutory assessments.	SS
7.	Ability to work under pressure and able to prioritise effectively	SS, I
	Knowledge and skills	
	Leadership and Management	
1.	The ability to develop and communicate a clear vision for the future development of the school in consultation with stakeholders.	I
2.	To have an up-to-date understanding of national policy, curriculum developments, and statutory and legal frameworks within which schools operate, including the Ofsted Inspection framework and safeguarding practices and procedures.	SS,I
3.	The ability to lead, motivate and inspire others and manage people to work as individuals and as part of a team. To provide professional leadership, motivate staff, set standards and engender initiative and a common purpose.	SS,I
4.	The ability to initiate and manage change to meet the school's strategic objectives.	I
5.	The ability to lead the development, planning, monitoring and self-evaluation process.	I
6.	The ability to manage and plan strategically the use of financial and other resources to achieve the school's objectives.	SS,I
7.	The ability to plan, prioritise and delegate responsibilities according to both the long term and day-to-day needs of the school, monitor their implementation and ensure feedback on their effectiveness.	SS,I
8.	The ability to identify and evaluate data critical to the assessment of the school's performance and take appropriate action.	SS,I
9.	The ability to maintain good behaviour and discipline to support children's learning and social development.	SS,I

10.	The ability to communicate effectively in writing and orally to a range of audiences.	SS,I
11.	Proven effective interpersonal skills to build, maintain and lead a successful team	SS, I
Management of Teaching, Learning and Assessment		
1.	Demonstrate a sound understanding of child development and learning.	A,SS,I
2.	Demonstrate an understanding of the principles of excellence in teaching, learning and assessment, competently using ICT to provide continuous monitoring.	A,SS,I
3.	Demonstrate a thorough understanding of the teaching skills required to achieve high standards and experience of raising pupil attainment and ensuring strong pupil progress.	A,SS,I
4.	Demonstrate an ability to monitor and evaluate the quality of teaching, learning and assessment with a demonstrable impact on improving pupils' outcomes.	I
5.	Demonstrate a very good knowledge and understanding of how to provide a broad and balanced education and the widest range of opportunities for all pupils, including SEND and disadvantaged children, to enable them to achieve their full potential.	I
Building Partnerships and Developing Self and Others		
1.	The ability to lead and motivate colleagues including performance management and continuous professional development (CPD).	SS,I
2.	The ability to work in partnership with Governors, Trust Board, and other TAMAT schools.	SS,I
3.	The proven ability to work in partnership with all families to involve them in the education of their children.	SS,I
4.	The proven ability to involve all pupils in their education and learning.	SS,I
5.	Up-to-date knowledge and understanding of current developments in education, including evidence of commitment to recent CPD.	A,SS
6.	The ability to drive performance whilst effectively challenge underperformance.	A,SS,I
Managing the School		
1.	The ability to be accountable to the Governing Body for decisions taken affecting pupils, staff and the wider community.	I
2.	The ability to promote good staff and parent relationships and deal sensitively with people and any conflicts.	SS,I
3.	Undertake whole school self-evaluation and performance monitoring using all data available (including local and national standards) to rigorously analyse performance.	SS,I
4.	Commitment to safeguarding children and ensuring all members of the community share that commitment.	A,SS,I
5.	Commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	A, SS, I

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an enhanced Disclosure and Barring Service check.

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: September 2020

Next review date: September 2021