

Job Description

Job Title: Headteacher

Accountable to: Deputy Chief Executive

Core Purpose of the Headteacher

The Headteacher is accountable overall to the Trust for ensuring the educational success of the Academy within the overall framework of relevant legislation, best practice and available resources made available by St Marys Academy Trust (SMAT).

1. Strategic direction and development

- a) Develop and communicate a shared educational vision that expresses the core values of the Academy and the Trust and is responsive to the needs of the local community and Barnsley as a whole and motivates and inspires others.
- b) Work closely with other Academies within the Trust and all key stakeholders to achieve this vision and secure their commitment to its enactment.
- c) Translate the vision into agreed objectives, operational and business plans, and develop appropriate mechanisms for regular monitoring and review.

2. Leading teaching and learning

- a. Promote excellence in teaching and learning, ensuring a continuous and consistent academy-wide focus on pupils' achievement and development (moral, spiritual, physical and social, as well as academic).
- b. Ensure that a high-quality educational experience is available for **all** children and young people that attend the Academy.
- c. Establish creative and collaborative responses to personalising learning and improving teaching within the Academy.
- d. Drive innovation in education ensuring the academy is able to respond to a changing external environment and that the skills, learning and aspirations of children and young people are developing and enhanced at all key stages.
- e. Determine curricula that are informed by current knowledge and best practice to develop the potential of all pupils and equip them for the demands of 21st century.
- f. Develop and implement strategies to ensure continuity of learning at all main points of transfer, from the primary to secondary phase.
- g. Through a programme of innovation and excellence, ensure that the specialisms are at the heart of the curriculum, life and work of the Academy.
- h. Encourage creative, responsive and effective approaches to learning and teaching.
- i. Monitor, evaluate and review classroom practice; celebrate and promote excellence; challenge under-performance at all levels and ensure appropriate action.
- j. Ensure that individual pupil progress is regularly assessed, recorded, reported and used to inform future teaching.
- k. Provide a range of extra-curricular activities which will maintain the reputation of the Academy and the Trust for providing a broad and well-rounded education.
- l. Create a stimulating climate which will encourage all pupils to fulfil their potential, in the widest sense, and maintain a lifelong enthusiasm for learning and personal development.

3. Leadership of self and others

- a. Provide dynamic, consistent and motivational leadership for the Academy and its teaching staff, ensuring the successful delivery of the vision, ethos, aims and objectives of the Academy.
- b. Set high standards and expectations for personal, pupil, and staff behaviours and actions in support of the achievement of the Academy's intended outcomes.
- c. Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the Academy.
- d. Develop and implement a performance management framework for teaching staff for the delivery of agreed outcomes and of high quality services through high quality people performance.
- e. Regularly review own practice, set personal targets and take responsibility for own development.
- f. Ensure that systems are in place to encourage all teaching staff to be similarly active in their personal and continuous professional development.
- g. Develop the capacity, through coaching and other appropriate means, of the educational leadership and management, particularly the SLT within the Academy.
- h. Develop an ethos which ensures regular involvement of teaching staff in Academy developments and encourages collaboration, innovation and individual and team creativity.
- i. Keep abreast of educational developments and best management practice in order to introduce appropriate innovation, whilst building on the best of the Trust's ethos and vision.

4. Academy ethos and community

- a. Create effective means of communication to ensure that all sections of the Academy community (including parents) are kept informed about, consulted on, and have an understanding of the aims of the Academy, its policies, procedures and future direction.
- b. Create strong links and collaborative ways of working with all stakeholders including the wider community, other Academies within the Trust and neighbouring schools, ensuring the Academy is at the heart of the community.
- c. Work with other public and voluntary sector agencies, clubs and societies in the local community to develop extended services to enable the wider community (including entire family members) to access knowledge, skills and learning opportunities.
- d. Work with the Trust and the LA to support the achievement of locally determined educational priorities and initiatives.
- e. Build wider links to ensure that national, public service, social enterprise and international perspectives feature in the Academy's approach.
- f. Develop positive solutions to achieving diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.
- g. Create a culture where all members of the Academy community respect others and their physical surroundings.
- h. Provide appropriate systems of pastoral care to support the personal development of all pupils and create a caring climate in which self-confidence and social responsibility are encouraged.
- i. Develop amongst teaching staff an outward perspective and desire to contribute to the wider life of the Academy.

5. Management of the organisation

- a. Deliver effective operational management for the delivery of education within the Academy's budget and in accordance with financial and organisational structures of the Trust.
- b. Work to, and report on, targets for achievement of the Academy and personal targets as agreed by the Trust's Board of Governors and the DfE.
- c. Work within a defined organisation structure which enables effective and efficient ways of working and supports the achievement of the Academy's objectives.
- d. Work with the Trust, Local Governors and Trust SLT & Other Headteachers to manage all education resources within allocated budgets; actively seek opportunities for cost-improvements and ensure that 'value for money' is at the core of all financial activities.
- e. Within the Academy's strategic plan, recruit, deploy, develop and motivate a committed, effective and diverse education workforce whose members have a clear understanding of the vision of the academy and of their personal role in enabling and promoting high quality learning.
- f. Work with the Trust Board, Local Governors, Trust SLT & other Headteachers to ensure that there are robust, reliable mechanisms for appropriate risk management in all Academy educational activities.
- g. Act in accordance with Trust policies and legislation affecting the conduct of the Academy, particularly governing health and safety matters and employment rights.
- h. Monitor and evaluate pupil and organisational progress to ensure that objectives are being achieved.

6. Supporting the work of the Trust

- a. Develop strong, positive relationships with Trust colleagues; contribute to collaborative work across Trust Academies; and support other staff in participating in Trust work.
- b. Participate in Trust and sector-wide activities in order to share best practice, contribute to the development of Trust strategies and policies and promote the academy and the Trust in a national and local context.
- c. Undertake any other duties reasonably deemed appropriate to the role of the Headteacher.

7. Specific Responsibilities

- a. To report to the Chief Executive/Deputy Chief Executive, Academy Chair of Governors and the Trust Board as appropriate.
- b. To report to the Local Governors, at Academy level, on Academy performance and the implementation of Trust policies, thereby ensuring full involvement of the Governors in strategic planning, business activities, monitoring and building relationships with the wider community.

Notes:

All Academy leaders are subject to the requirements of the NCSL National Standards together with the Operational framework. These criteria will form part of the individual's professional development, performance management and review to be carried out by the Deputy Chief Executive.

All Academy leaders are subject to the requirements of the OFSTED measures of effectiveness, which will be monitored by the Trust SLT, Trust Board, and the Local Governors

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Trust SLT.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Appointment and Remuneration

The appointment will be made by, and to St Mary's Academy Trust.

Person Specification

The Person Specification is related to the requirements of the post as determined by the Job Description. Short listing is carried out on the basis of how well you meet the requirements of the Person Specification. You should refer to these requirements when completing your application.

Short listed candidates will be required at interview to complete a variety of activities directly related to the Person Specification, forming an evidence base for the appointment.

	Essential	Desirable	Measured
Education	<ul style="list-style-type: none"> • Experience as a successful Headteacher or Deputy/Assistant in a similar school • Curriculum leadership • Successful establishment of links with the local community • Excellent track record as an effective innovator of education • Proven team worker • Committed to the highest standards in all areas of school life 	<ul style="list-style-type: none"> • Successful management of OFSTED process • Experience of driving up standards and school improvement • Experience of working with a SEN unit and/or embedding SEN policies • Experience of working with children of different cultures 	<ul style="list-style-type: none"> • Application • Interview
Qualifications & Experience	<ul style="list-style-type: none"> • Degree or Equivalent • Teaching Qualification • Recent and relevant management development / training 	<ul style="list-style-type: none"> • Recent and relevant short course experience 	<ul style="list-style-type: none"> • Application
Leadership & Management	<ul style="list-style-type: none"> • Successful management of whole school improvement strategies • Extensive experience of developing staff and of team building • In-depth knowledge and understanding of current educational priorities • School development planning • Successful leadership of innovation and change • Successful management of monitoring and evaluation strategies of quality of Teaching and Learning, student outcomes, quality of provision and efficiency • Successful experience of promoting equality and diversity, inclusion and appropriate strategies for children with special educational needs • Successful experience of working with children from disadvantaged backgrounds 	<ul style="list-style-type: none"> • Successful management of health and safety issues • Successful risk management strategies • Understanding of the role of governors 	<ul style="list-style-type: none"> • Application • Interview

	<ul style="list-style-type: none"> • Wide experience of managing change, leading innovation and transformational learning and meeting challenges successfully • Motivation to work with children and young people particularly relating to safeguarding and promoting their welfare • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours; and attitudes to the use of authority and maintaining discipline 		
Skills	<ul style="list-style-type: none"> • Outstanding leadership skills • Outstanding classroom practitioner; strategic management, resource management, development planning; personnel management and financial management skills • Effective interpretation, analysis and use of data • Well developed interpersonal and communication skills (including written, oral and presentation) 	<ul style="list-style-type: none"> • ICT Skills 	<ul style="list-style-type: none"> • Application • Interview
Attributes	<ul style="list-style-type: none"> • Able to develop and maintain good relationships with staff, parents, students, governors and the community • Able to deal sensitively with people and achieve positive outcomes 		<ul style="list-style-type: none"> • Interview