



Job Title: Head Teacher
Grade/Band: Leadership Scale (L12-18)
Responsible to: CEO and Trust Board

Main Purpose of the Role

The Head Teacher will manage the daily operation of the school, the supervision of all pupils and staff, and the school premises. Setting a vision and direction for the School that inspires and motivates pupils, staff, parents and all other members of the school community ensuring high quality education for all its pupils.

They provide the day-to-day direction and leadership that represents a consistent and effective model of excellence, collaboration and accountability. The Head Teacher will encourage, lead and develop staff.

The Head Teacher will work alongside the CEO who will provide strategic leadership and hold overall accountability for direction, standards achieved and quality.

Specific responsibilities

Core Responsibilities:

- ✓ Promote the Trust's vision, values (Child centred, Collaborative, Curious, Challenging) and ethos to pupils, staff governors, parents and the wider community.
- ✓ Promote, respect and understand diverse cultures, languages, ethnic and faith groups.
- ✓ Continue to maintain and enhance the Christian ethos of the school
- ✓ Produce, monitor and evaluate a school development plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement
- ✓ Create a shared learning culture and positive climate through distribution of leadership through teams and individuals, working across the Trust as appropriate.
- ✓ Develop a Partnership ethos with the other Heads of schools and Headteachers within the trust, which enables everyone to work collaboratively.
- ✓ Ensure individual staff accountabilities are clearly defined, understood and communicated.
- ✓ Ensure compliance at every level with school policies and procedures.
- ✓ Ensure every child has access to high quality teaching and learning, in a safe and stimulating learning environment.
- ✓ Create and promote positive strategies for challenging inequality and prejudices.
- ✓ Actively promote community cohesion working effectively in partnership with others.
- ✓ Create and maintain effective relationships with parents to support and improve pupils' achievements and personal development.

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- ✓ Build a school culture that takes account of the richness and diversity within the School's community.
- ✓ Actively promote the school as a centre of excellence for education and families in the local community.
- ✓ Collaborate with other agencies to ensure pupil and community needs are met.
- ✓ Develop effective links with the community to extend the curriculum, enhance teaching and broaden learning opportunities.

Leadership and Management:

- ✓ Effectively manage the school on a day-to-day basis, being responsible for the overall operation of all school events, day to day human resources issues, and school premises and facilities.
- ✓ Create an inspiring professional environment consistent with the Trust's and each school's values and aspirations.
- ✓ Provide effective organisation and management for the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation.
- ✓ Use and integrate a range of technologies effectively and efficiently to manage the school.
- ✓ Develop and oversee all extra-curricular activities to achieve a varied offer for extended provision in the school.
- ✓ Review the impact of policies, priorities and targets of the Trust, and evaluate these as appropriate.
- ✓ Implement established school policies and collaboratively review and make recommendations for change to the Local Governing Boards/Trustees and CEO.
- ✓ Ensure evidence-based improvement plans promote continuous development linked to the school's Self-Evaluation.
- ✓ Keep the Chief Executive Officer fully informed of any critical need if it affects the smooth operation of the school and the educational experience of the pupils.

Leading and Managing others:

- ✓ Lead the selection and appointment of the teaching and non-teaching staff of the school, ensuring the school follows safer recruitment processes.
- ✓ Deploy and manage all teaching and non-teaching staff and allocating particular duties, including such duties of the Headteacher as may be properly delegated, in a manner consistent with their conditions of employment.
- ✓ Implement and sustain effective systems for the management of staff performance, incorporating targets for teaching, including targets relating to pupils' achievement.
- ✓ Ensure that teachers at the school receive information they need to carry out their professional duties effectively.
- ✓ Lead, motivate, support, challenge and develop staff at all levels in order to secure and sustain continuous improvement and staff well-being and to be committed to personal continuing professional development.
- ✓ Support middle and senior leadership of the school to build capacity, recognize existing talents and encourage delegation.
- ✓ Challenge underperformance at all levels and putting in place effective procedures to deal with underperforming staff.
- ✓ Ensure that all staff, volunteers and others that work with children are safe, by following appropriate.

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- ✓ Ensure there is a culture of working together to achieve high-standards and ensure communication procedures are established to enable this.
- ✓ Create a culture of reflective practice and professional development to ensure standards are continuously improving and areas of weakness are identified, and appropriate training is introduced.
- ✓ Respond positively to feedback and act on results from staff surveys.
- ✓ Ensure equal opportunities are promoted at all levels across the schools, in line with the Equality Act 2010.
- ✓ Establish strategies for induction to ensure new staff have the best welcome to the schools as possible – ensure heads of schools understand these strategies.
- ✓ Implement strategies that ensure staff can maintain a healthy work-life balance.

Financial and Business Management:

- ✓ Work closely with heads of schools and the Trust CFO to ensure budgets are appropriately set and managed giving due consideration to benchmarking data and integrated curriculum led financial planning (ICLFP) metrics. Ensure adherence to Academy Financial Regulations and WWPAT Scheme of Delegation.
- ✓ Manage financial and human resources effectively to ensure educational goals and priorities are met.
- ✓ Establish and review staffing structures to ensure they remain efficient.
- ✓ Ensure resources are managed and shared effectively and efficiently and actively pursue sharing and collaboration opportunities.
- ✓ Ensure policies, in terms of compliance, finance, HR and IT, are implemented in accordance with law.
- ✓ Work with the Trust Building Surveyor and CFO to manage sites and facilities to ensure they are utilised to their full potential.

Teaching and Learning:

- ✓ Ensure continuing effective systems of planning, assessment, recording and reporting, using data and benchmarks to monitor attainment and progress, in every child's learning.
- ✓ Drive a continuous and consistent Trust-wide focus on pupils' achievement, using data and benchmarks to monitor progress.
- ✓ Establish creative, responsive and effective approaches to learning and teaching through the leadership of Continual Professional Development.
- ✓ Provide leadership to the curriculum planning process, designed and intended to assure the School's ability to provide a sound, relevant, and innovative educational experience for all pupils.
- ✓ Monitor, evaluate and review the school's practice and promote improvement strategies.
- ✓ Create and maintain an effective partnership with parents to support and improve pupils' achievements and personal development.
- ✓ Promote equality and inclusion in all aspects of school life.
- ✓ Create a culture and ethos of challenge and support where all pupils can achieve and become engaged in their own learning.

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- ✓ Show involvement in the daily life and activities of pupils by personally recognising their achievements and sharing in their successes as well as their problems and concerns.
- ✓ Maintain and further develop an organisation in which all staff recognise that they are accountable for the success of the school.
- ✓ Ensure provision for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of pupils.
- ✓ Ensure that all statutory safeguarding requirements are met and ensure that all practices are founded within a strong safeguarding culture

Accountability:

- ✓ Be accountable to the Trust and Governing Body for all aspects of the performance of the school.
- ✓ Secure a positive, open and collaborative working relationship with the Trust and Governing Body to develop a shared vision and clear strategy for the school and take ownership for leading its implementation.
- ✓ Provide information, objective advice and support to the Governing Body to enable it to meet its statutory responsibilities.
- ✓ Implement the decisions of the Trust and Governing Body
- ✓ Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences.
- ✓ Ensure that parents and pupils are well informed about the curriculum, attainment and progress and about the contribution they can make to achieving the school's target for improvement.
- ✓ Work collaboratively with the Trust and Governing Body and those of its sub-committees, as appropriate, to enable them to fulfil their strategic monitoring, statutory and wider responsibilities.
- ✓ Develop an organisation in which staff recognise they are responsible for the success of the school and individual accountabilities are clearly defined, understood, agreed and acted upon
- ✓ Ensure that effective communications are maintained within and beyond the school, with the Trust and other stakeholders.
- ✓ Ensure that parents, carers and pupils are fully engaged and well informed about all aspects of the school.

General

- ✓ Participate in performance management.
- ✓ As this post requires working in Schools a DBS and barred lists check at the enhanced level will be required.

Person Specification

1. Knowledge and Experience	Essential/Desirable	Shortlisting
A. Experience as a Deputy/Headteacher	E	✓
B. Experience in a leadership role in more than one academy/school	D	

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C. Experience and knowledge of school models and structures.	-	✓
D. Knowledge of organisational development, planning and implementing change and experience of leading change, creativity and innovation	E	✓
E. Knowledge and application of strategic financial planning, budget management and principles of best value	E	✓
F. Experience of child-safeguarding issues and successful use of measures that promote and ensure the safeguarding of children	E	✓
G. Current and relevant knowledge of school improvement processes.	E	✓
H. Has successfully used a range of strategies to encourage parents to support their children's learning and realise the school's vision	E	
I. Knowledge and experience of using a range of performance management systems to effectively manage and motivate staff.	E	✓
J. Has experience of working collaboratively with other schools and communities to improve outcomes.	E	✓
K. Experience of how to develop learning pedagogy through CPD, systems and learning environments.	E	✓
L. Experience of having contributed to policy formulation, implementation, evaluation and review.	D	✓
M. Shows a commitment to and experience of a multi-agency approach for the well-being of pupils and their families	E	
N. Has an excellent understanding of assessment and how it can be used to plan curricular interventions to accelerate pupil progress	E	
O. Has experience of curriculum design and management	E	✓
P. Demonstrates personal enthusiasm for teaching and learning and can model the principles of effective teaching and learning to a high standard	E	
Q. An ability to identify leadership potential in others. To be able to foster and develop this through the creation of creative pathways so that the school benefits from their development.	E	
R. Has experience of dealing with conflict and managing challenging situations.	E	
2. Qualifications and Training	Essential/Desirable	Shortlisting

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A. Educated to a degree level or equivalent	E	✓
B. QTS	E	✓
C. NPQEL	D	
D. Evidence of relevant continuing professional development	E	✓
3. Skills and Abilities	Essential/Desirable	Shortlisting
A. Able to prioritise, plan and organise own workload and that of others	E	
B. A confident and forensic use of data to inform and diagnose weaknesses that need addressing and ability to effectively action a plan to raise performance.	E	
C. Displays the ability to think creatively to anticipate and solve problems	E	
D. Able to identify, establish and sustain appropriate management structures and systems.	E	
E. The ability to create a united, committed and highly effective staff team.	E	
F. Understands the relationship between managing performance, professional development and school improvement	E	
G. An effective leadership and management style that encourages participation, innovation and develops colleagues' confidence.	E	
H. The ability to lead, coach and motivate staff within a performance management framework, providing professional development and effectively challenging and managing any underperformance.	E	
I. The ability to develop the leadership skills of others as well as to learn from others.	E	
J. Strong interpersonal, written and oral communication skills.	E	
K. Strong organisational and time-management skills and the ability to delegate appropriately.	E	
L. The ability to skilfully manage and maintain effective working relationships with parents, governors, community members, external agencies and other stakeholders	E	
M. The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop.	E	

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N. Commercial understanding and acumen.		
O. The ability to work well under pressure and manage conflicting demands.	E	
P. The ability to demonstrate an understanding of the distinctive character of a Church of England School	E	

4. Beliefs, attitudes and personal attributes	Essential/Desirable	Shortlisting
A. A shared commitment to our culture with a work ethic and drive to match that of the Trust in improving education and life chances of the communities we serve.	E	
B. A shared commitment to the Trust's values - Child centred, Collaborative, Curious, Challenging	E	
C. Committed and passionate about the provision of outstanding primary education	E	✓
D. Belief and commitment to equality of opportunity for all	E	
E. Optimism and resilience in the face of challenges	E	✓
F. Self-aware and able to learn	E	✓
G. Able to promote and sustain the values, culture and ethos within our church of England school, whilst recognising the importance of welcoming all families across all religions, and no religions to the school	E	

5. Additional Factors	Essential/Desirable	Shortlisting
A. Ability to travel within a reasonable timeframe	E	
B. No serious health problem which is likely to impact upon job performance (that cannot be accommodated by reasonable adjustments)	E	
C. Good attendance record in current/previous employment (not including absences resulting from disability)	E	

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D. A commitment to safeguarding and promoting the welfare of children and young people.	E	
E. A willingness to share information and expertise.	E	
F. A commitment to ongoing staff development and the development of others.	E	

Statements relevant to all posts

All duties and responsibilities should be carried out in accordance with agreed policy and procedures, in particular those relating to: Environmental; Health and Safety; Equal Opportunities; Risk Management; Data Protection; IT; Safeguarding and Financial Regulations.

Safeguarding is everyone's business. All employees, governors, contractors and volunteers share a responsibility, both corporately and individually, to ensure that every person is treated with dignity and respect and protected from others who may abuse them. We have a duty of care to safeguard and promote the welfare of children and young people, and must raise any concerns without delay.

The job description is an outline only and may vary from time to time without changing the character of the job or level of responsibility. The post holder must be flexible to meet the operational needs of the service.

The person specification covers key areas of competence and methods of assessment other than interview may be used (as appropriate to the job) to assess what a candidate can do and how they act in a specific area or situation. These include: ability test; work-related task; occupational personality questionnaire and presentation. Where this is the case, shortlisted candidates will receive details in advance of the selection process.