

JOB DESCRIPTION

PURPOSE:

- i. To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.
- ii. To meet the National Standards for Headteachers as published by the DfE.
- iii. To seek to achieve any performance criteria, objectives or targets agreed with or set by the Trust in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.
- iv. To be responsible for securing high standards of behaviour modelled on Christian values, and creating an inclusive Christian ethos, which recognises differences and respects cultural diversity, in order to prepare children for life in Britain today
- v. To promote and safeguard the welfare of all children and young people within the school, by ensuring that the school's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, children, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.

CORE RESPONSIBILITIES

- Ensure the Christian vision and core Christian values for the school are clearly articulated, shared, understood and embedded across all areas of school life, focused on providing a world- class education for the pupils we serve.
- Demonstrate the vision and values of the school in everyday working practice with optimistic personal behaviour, positive relationships and attitudes towards pupils, staff, parents, governors and members of the local community.
- Provide outstanding professional leadership and management for Featherstone All Saints CofE Primary Academy.
- Ensure the highest possible quality and breadth of education for our children.
- Strengthen the curriculum and quality of teaching and learning as the school's lead professional.
- Ensure the learning environment is safe, productive and inspiring for children and staff.
- Ensure strong relationships and partnerships with parents, carers and the local community.
- Work effectively with the Local Academy Board and Trust, providing accountability and driving the school forward.
- Promote equality of opportunity for all children and families, respecting diversity and ensuring that all members of the school community feel safe and welcome.
- Advance the school's distinctive Christian character.

QUALITIES AND KNOWLEDGE

- Hold and articulate clear values, vision and moral purpose, focused on providing a world class education and as such leading and developing the school to become the best that it can be.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their children and staff, and towards parents, Local Academy Board members, the Trust and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, to analyse and apply those systems that would best drive whole school improvement and pursue continuous professional development.
- Work with political and financial astuteness, within the Trust set of principles and structures centered on the school's vision.
- Be able to translate local and national policy into the school's context to ensure that the school is equipped to respond to, and benefit from Government change.
- Communicate the Trust and school's ethos, vision and values and drive the strategic leadership, empowering all children and staff to excel.

CHILDREN AND STAFF

- Demand ambitious standards for all children, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on children's outcomes.
- Secure excellent teaching through an analytical understanding of how children learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and children's well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.
- Monitor and evaluate the effectiveness of the curriculum to ensure it is providing the best opportunity for children to enjoy and achieve their potential, whilst providing financial value.
- Have a duty of care regarding staff welfare.
- Forge a culture of equality of opportunity, celebrating children's achievements in all aspects of school life, and promoting high expectations.

SYSTEMS AND PROCESSES

- Ensure the schools systems, organisation and processes are well considered, efficient, fit for purpose and in line with the overarching systems processes of the Trust, upholding the principals of transparency, integrity and probity.
- Provide a calm, safe and well-ordered learning environment for children and staff, where all children can achieve, that is focused on safeguarding children and developing exemplary behaviour in school and in the wider society, and where children are expected to have high standards of attendance and engagement.
- Welcome strong governance from the Local Academy Board and Trust Board within the Trust governance system and actively support and work with the Local Academy Board to understand and deliver its devolved functions effectively.
- Be answerable to the Trust particularly with regard to setting school strategy, educational outcomes and financial performance within the Trust structure of governance.
- Regularly monitor the budget and exercise effective strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of children's achievements and the school sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
- Manage and organise accommodation and resources so that Health and Safety needs are addressed and that resources are sustainably planned to meet present and future needs.
- Within the Trust guidelines, deliver rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Ensure that professional duties are fulfilled as specified in Teachers Pay & Conditions.

SELF-IMPROVING SCHOOL SYSTEM

- Create an outward-facing school, developing the partnership work with other schools in the Trust and beyond – in a climate of mutual challenge and support - to champion best practice and secure excellent achievements for all children.
- Develop effective relationships with fellow professionals and colleagues in other public services, including the Local Authority, to improve academic and social outcomes for all children.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.

- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in young people's lives and promote the value of education.

PERSON SPECIFICATION

Candidates' suitability for the post will be assessed against requirements and expectations as set out in the National Standards for Headteachers. Before making an application, candidates are asked to match their qualifications, skills, abilities and experience against the criteria listed below.

E = Essential / D = Desirable

EDUCATION AND QUALIFICATIONS	CRITERIA
Qualified Teacher Status	E
Evidence of appropriate professional development	E
NPQH or undertaking/ready to apply	D
Current Designated Safeguarding Lead training	D
Current Safer Recruitment training	D

EXPERIENCE	CRITERIA
Experience of successfully leading whole school improvement in a senior leadership role	E
Experience of developing and raising standards across all areas of the curriculum	E
Experience of leading and managing a team and monitoring of agreed practices	E
Up to date knowledge and understanding of SIAMS expectations and its application	D
Experience of managing change effectively	D
Experience of and understanding of the importance of writing and implementing successfully, self-evaluation and development plans to secure improvements based on robust analysis of data	E
Experience of setting and monitoring performance management targets which support the development of the school and staff	D
Experience of working with school governance systems	E
Experience of supporting inclusive practices and strategies to engage and meet the needs of all learners	E
Experience of recruitment and retention and understanding of HR issues and processes	E
Experience of leading a primary school	E
Experience of leading a Church school	D
Experience of or understanding and knowledge of how to manage a whole school budget, resources and facilities	D

KNOWLEDGE AND UNDERSTANDING	CRITERIA
Understanding of how assessment and data is used to inform development planning and practice	E
Understanding of and a commitment to effectively promoting the safeguarding and welfare of children	E
Knowledge of current trends in education development and management	E
Familiarity with current strategic local and national issues in education	E
Knowledge of the primary curriculum including early years provision	E
Understanding of the issues to be considered in the development of whole school guidance and policies	E
Understanding of how to implement sound procedures to ensure good behaviour and discipline in the school with the engagement of all members of staff parents and children	E

SKILLS	CRITERIA
Inspirational leadership and management skills with a leadership style based on consultation and involvement and valuing the achievement of others	E
High level of organisational and time management skills	E
Effective communication and interpersonal skills	E
Ability to model highly effective teaching	E
Ability to foster excellent working relationships with all members of the school community	E
Ability to be visionary in leading the future direction of the school	E
Ability to think and plan strategically and respond flexibly to change	E
Ability to strategically lead, organise and motivate staff	E
Ability to consider sensitively the importance and needs of the school in its community	E

PERSONAL QUALITIES	CRITERIA
Positive and enthusiastic approach towards work	E
Clear values and moral purpose	E
High expectations of self and others	E
Capacity to relate to all children whatever their background in order to motivate them and provide opportunities for them to achieve their potential	E
Integrity, commitment, enthusiasm and resilience to persevere and succeed	E

LEADERSHIP	CRITERIA
Positively promote the distinctive Christian vision and values of the school by modelling them in their character and behaviour and leading by example	E
Ability to foster links within and beyond the Trust	E
Ability to motivate and develop commitment among staff, leading and managing people as individuals whilst developing the common goals of the team	E
Ability to be a role model for staff and students	E
Ability to propel the school's vision and values forward and promote its achievements to local and wider communities	E
Ability to make difficult decisions and carry through actions	E
Enthusiasm for contributing to the wider Trust agenda and actions	E