



Job Description

Headteacher

Hawthorn Community Primary School

Job title	Headteacher
Responsible to:	The Local Governing Body of Hawthorn Community Primary School and the Trust Board of Pathfinder Schools Multi Academy Trust.
Responsible for:	School staff and learners
Contract type	Permanent Full time
Salary	Pathfinder Schools Leadership Scale –L11-L16 £54,090.68 -£61,165.02

Job purpose:

The Headteacher will be expected to:

- Fulfil all the requirements and duties set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of a Headteacher
- Understand fully the current legal requirements, national and local policies and guidance on safeguarding and the promotion of the wellbeing of children and young people and ensure that all requirements are met.
- Meet the standards set out in the guidance document Headteachers' standards 2020
- Achieve any performance criteria, objectives or targets agreed with or set by the Governing Board in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.

Key responsibility areas:

- Strategic leadership and management
- Leadership and management of pupils' attainment and progress
- Leadership and management of staff

- Leadership and management of a rich and varied curriculum that meets the needs of all pupils
- Leadership of learning and teaching that is of a high standard and raised aspirations, ensuring pupils achieve
- Financial leadership and management
- Management of resources and premises

Strategic Leadership

- Lead by example providing dynamic, consistent and motivational leadership, ensuring the successful delivery of the vision, ethos, aims and objectives of the school and Pathfinder Schools Multi Academy Trust.
- Demonstrate commitment to continual school improvement to raise the educational outcomes for all children, increasing teachers' effectiveness and securing rapid academy improvement.
- Communicate compelling the school's vision and drive the strategic leadership, empowering all students and staff to excel
- Critically evaluate the school's performance and ensure performance targets are achieved for all children
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context
- Establish collaborative and open relationships with all stakeholders
- Secure the commitment of parents and the wider community to the vision and direction of the schools and the Trust
- Ensure regular, open communication with the CEO, Director of School Improvement and Trust Board to enable the Board to meet its responsibilities

High Quality Learning and Teaching

- Demand ambitious standards for all children across a broad and balanced curriculum, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on children's outcomes
- Secure and sustain high quality teaching and learning 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
- Secure and sustain effective, high quality teaching and learning by ensuring the Senior Leadership Team has in place robust strategies for monitoring and evaluating the quality of teaching and standards. Ensure that robust assessment data analysis is used to set challenging targets
- Ensure that on-going high quality professional development is in place for all staff
- Through robust and effective monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment
- Ensure that effective and appropriate pastoral support is available to all children
- Develop an inclusive and supportive approach so that all children, the community and all stakeholders feel welcome

Systems and process

- Provide a safe, calm and well-ordered environment for all children and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society

- Establish 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
- Welcome strong governance and actively support the Governing Board in understanding its role and delivering its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for student, staff and financial performance
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and who hold each other to account for their decision making
- Ensure the Governing Board and Trust priorities are consistently and effectively implemented and the impact monitoring for pupil progression, attainment and achievement
- Secure robust school self-evaluation and quality assurance procedures
- Working with the Senior Leadership Team, advise the Governing Board on the formulation of the annual budget in order that the school secures their objectives
- Ensure regular monitoring of the budget and the oversight of the use of resources in order to ensure that each school meets its objectives
- Work with the Senior Leadership Team to recruit and retain staff of the highest quality
- Oversee the implementation of Trust policies and procedures ensuring consistent application and monitoring for impact
- Work with the Trust, Senior Leadership Team and Business Manager to maximise the level of external funding that is attracted to support the school's development.
- Ensure agreed reporting mechanisms are effectively in place for the Governing Body

The self-improving academy system

- Treat everyone fairly and equitably demonstrating our core values
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs and identified through the appraisal process
- Develop leadership capacity at all levels, through coaching and other appropriate methods
- Establish strong middle leadership roles within a distributed leadership structure
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation
- Develop strong, positive relationships with colleagues in the Trust, contribute to collaborative work across the schools and support other staff in participating in Trust work
- Participate in Trust wide activities in order to share best practice, contribute to the development of Trust strategies and policies and promote the school and the Trust in a local and national context.

General

- To comply with Pathfinder Schools Policies & Procedures
- To be aware of and support difference and ensure equal opportunities for all.

- To indicate an acceptance of, commitment to and promotion of the underlying principles underlying the Pathfinder Schools Diversity and Inclusion Policy Statement.
- To contribute to the development and implementation of the vision and values of Pathfinder Schools.
- To take responsibility for your own ongoing personal development and growth of expertise.
- To participate in training and other learning activities and appraisal as required.

Special factors

Subject to the duration of the need, the conditions given below may apply:

- The nature of the work may involve on occasion the post holder carrying out work outside of normal working hours.
- The post holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the academy.
- This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10th September 2012. Therefore, a DBS enhanced check is an essential requirement.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence.

Pathfinder Schools are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. DBS, Reference, Identity, Criminal Record and Medical Checks are mandatory for all posts within Pathfinder Schools.



Headteacher Person Specification

All candidates should demonstrate how well their qualifications and experience, personal qualities, skills, professional knowledge and understanding and knowledge of safeguarding meet the requirements of the person specification

Qualifications and Experience

<i>Candidates should have;</i>	<i>Essential</i>	<i>Desirable</i>
Qualified Teacher Status (QTS)	√	
Experience across the appropriate age range(s)	√	
Evidence of recent senior leadership experience that has contributed to school self-evaluation and the development of whole school priorities	√	
A proven track record of leading whole school strategic improvement to improve pupil outcomes	√	
Evidence of recent, appropriate leadership development (e.g. NPQH, NPQSL)	√	
Commitment to further develop own professional knowledge and skills.	√	

Personal Qualities

<i>Candidates should;</i>	<i>Essential</i>	<i>Desirable</i>
Demonstrate a passion for teaching and learning	√	
Communicate effectively and develop positive relationships with all stakeholders	√	
Demonstrate excellent interpersonal skills	√	
Be decisive, consistent and focused on solutions	√	
Demonstrate the capacity to lead others, be reflective, resilient and adaptable	√	
Be able to motivate and inspire others	√	
Listen carefully and consider the views of others	√	
Ability to maintain a work-life balance	√	

Skills

<i>Candidates should;</i>	<i>Essential</i>	<i>Desirable</i>
Formulate a vision and secure commitment to them from others	√	
Analyse and interpret data accurately to inform school improvement and to monitor pupil progress	√	

Engage leaders at all levels in systematic and rigorous monitoring and evaluation	√	
Effectively evaluate school performance and accurately identify priorities for improvement	√	
Work effectively with the governing body, enabling governors to fulfil their roles and meet their responsibilities	√	
Work in collaboration with other schools, fellow professionals and external organisations to improve outcomes for all children	√	
Drive improvement and challenge underperformance	√	
Have excellent organisational skills, prioritising and managing time well under pressure, to meet deadlines	√	
Successful experience of creating and maintaining effective partnerships with parents and the community, to enhance pupils learning.		√
Commitment to exemplary pastoral provision that supports the wellbeing of children and staff	√	
Successful experience of overseeing school budgets responsibly and sustainably	√	

Professional knowledge and understanding

<i>Candidates should;</i>	<i>Essential</i>	<i>Desirable</i>
Be committed to securing equality of opportunity throughout the MAT	√	
Have an understanding of national policy, curriculum and assessment developments and the statutory and legal framework within which a school operates, including the Ofsted Inspection Framework	√	
Have secure knowledge of what constitutes highly effective teaching and its impact on the outcomes of all pupils	√	
Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion.		√
Maintain high standards of pupil behaviour and attitudes to learning	√	
Have experience of multiagency working to support vulnerable children and families, and to promote excellent attendance		√
Have an understanding of effective financial management	√	
Demonstrate a commitment to the continuing professional development of all staff	√	

Safeguarding

The Governing Board and Trust are committed to safeguarding and promoting the welfare of children and young people. The Executive Headteacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.		
<i>Candidates should have;</i>	<i>Essential</i>	<i>Desirable</i>
Knowledge of national and local safeguarding guidance	√	
Experience of safeguarding and promoting the welfare of children and young people	√	

A commitment to work with relevant agencies to protect children and young people	√	
Knowledge of best practice and procedures in school for safeguarding children and young people	√	
Demonstrate the capacity to lead others, be reflective, resilient and adaptable	√	
Be able to motivate and inspire others	√	
Listen carefully and consider the views of others	√	