



Attend, Aspire, Achieve.

Employment details	
Job title	Headteacher
Reports to	Chair of Trustees
Salary	Leadership Scale 24 - 30 (£78,010 - £90,365)

Headteacher job description:

This Job description recognises the requirements of the current HTS Salary Strategy and HTS Contract of Employment and reflects the vision, aims and policies established by the Trustees of the School.

The position of Headteacher is a critical role in the life of the school, promoting and upholding the core values, as reflected in the school ethos. They inspire confidence in those around them and work with others to create a shared strategic vision that motivates pupils and staff. They take the lead in enhancing standards and ensuring entitlement of pastoral care, teaching and learning to safeguard and promote the welfare of children.

They value enthusiasm and innovation in others and have the confidence and ability to make management and organisational decisions. Working with trustees, they are pro-active in keeping abreast of local and national initiatives that have an impact on educational provision and use this information to contribute to the strategic development of the school.

School culture

- Uphold the school's vision, values and ethos promoting a shared culture that supports a safe and productive learning environment.
- Maintain the current family feel of the school, where key values are empathy, compassion and respect.
- Embed a culture where pupils experience a positive and enriching school life that promotes academic development and personal growth.
- Uphold ambitious educational standards, in which pupils are active participants in their own learning and subsequent education.
- Embed a culture that nurtures life-long learning and which prepares pupils for their next phase of education and life.
- Promote consistency and effective transition across all key stages that supports a whole school approach, through primary and secondary phases.
- Promote positive and respectful relationships across the school community, and a safe, orderly and inclusive environment.
- Establish a strategic direction, in accordance with the ethos and of values of the school, working in partnership with all stakeholders within the school community.
- Ensure a culture of high staff professionalism.

Whole-school organisation, strategy and development

- Provide overall strategic leadership and, alongside others, lead, develop and support the strategic direction, vision, values and priorities of the school.
- Establish, oversee and evaluate systems, processes and policies that enable the school to operate effectively and efficiently.
- Provide professional inspirational leadership and management of the school to promote a secure foundation from which excellent standards in all areas of the school's work can be achieved.
- Implement a systematic approach of monitoring and evaluation to ensure an effective rate of school development and improvement.
- Enhance the educational provision of the school through promoting effective professional development of staff, supported by a robust appraisal structure.
- Work with trustees to ensure financial viability of the school without compromising standards or provision.

- Maintain an awareness of key developments in education and analyse the impact on the schools future development and growth.
- Promote the corporate image of the school, being mindful of the reputation of the school, considering how this can be enhanced and maintained.
- 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.

Teaching

- 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.
- Ensure effective monitoring of the academic progress of all pupils, utilising assessment to inform planning and strategies for delivery.
- Promote positive attitudes to learning through the development of appropriate teaching and learning strategies and in establishing an effective working environment.
- Ensure all staff in the primary phase develop sufficient subject knowledge to teach all pupils to read fluently and that pupils across all key stages have access to appropriate reading resources.
- To continue to raise standards across the school and narrow the gaps in achievement, particularly for vulnerable pupils.

Curriculum and assessment

- Ensure a broad, structured and coherent curriculum entitlement, which sets out the knowledge, skills and values that will be taught.
- Ensure that the curriculum offer in all subjects is ambitious and of a consistently high quality and prepares pupils well for the next stage of their education.
- Establish effective curricular leadership, with high levels of relevant expertise with access to professional networks and communities.

- Ensure that all subject leaders develop and provide a high-quality, knowledge-rich curriculum, that is well sequenced in terms of knowledge and skill progression.
- Ensure the curriculum is well-sequenced in all subjects and across all key stages so that pupils can build on their prior knowledge.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading to develop reading capacity of all students to support subject knowledge acquisition and application.

Health, safety and behaviour

- Manage and organise the school environment efficiently and effectively so that it meets the needs of the curriculum and health and safety regulations.
- Promote the safety and wellbeing of pupils and staff.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care. .
- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all stakeholders.
- 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 act in a professional manner and model expected standards.

SEND and additional needs

- Ensure the school holds ambitious expectations for all pupils with SEND and additional needs.
- Establish and sustain culture and practices that enable pupils with SEND and additional needs to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents and professionals to identify the additional needs and SEND of pupils, and ensure support and adaptation are provided where appropriate.
- Ensure the school fulfils its statutory duties with regards to the SEND code of practice.

- Ensure effective teaching and learning strategies that are consistent in their application across all Key Stages.

Management of staff and resources

- Lead, manage and develop staff members, including appraising and managing their performance.
- Work with Trustees to ensure that the educational provision and strategic development of the school is supported by an effective budget and appropriate facilities.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Promote harmonious working relationships within the school.
- Maintain relationships with organisations representing staff members.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Deploy resources effectively to achieve the school's aims.

Professional development

- Promote the participation of staff in relevant CPD.
- 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 'Standards 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.
- Participate in arrangements for the Heads appraisal and review of performance and, where appropriate, that of other staff members.
- Participate in arrangements for further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Take responsibility for own CPD, engaging critically with Education research.

Communication and working with others

- Consult and communicate with trustees, staff, pupils and parents, including involvement in Parent Voice and Student Action Group.
- Promote effective communication across all key stages within the school - primary and secondary.
- Collaborate and work with colleagues and other relevant professionals, to support the academic and general well-being of all students.
- Commit to ensuring the school works successfully with other schools and organisations in a climate of mutual challenge and support, and in line with the strategic development of the school.

Governance and accountability

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationships 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 frameworks and meets all statutory duties.

Ethics and professional conduct

- Uphold public trust in school leadership and maintain high standards of ethics and behaviour.
- Build relationships rooted in mutual respect and observe proper boundaries appropriate to their position.
- Show tolerance of, and respect for, the rights of others, recognising differences and respecting cultural diversity.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit their position or pupils' vulnerability, or which might lead pupils to break the law.
- Serve in the best interests of the school's pupils.

- Conduct themselves in a manner compatible with their influential position in society by acting ethically.
- Uphold their obligation to give account and accept responsibility.
- Know, understand and act in line with the relevant statutory frameworks which set out their professional duties and responsibilities.
- Make a positive contribution to the wider education system.



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Headteacher person specification

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> • Qualified teacher status (QTS) • A degree level qualification or equivalent • Further relevant professional and/or academic study and evidence of CPD 	<ul style="list-style-type: none"> • Knowledge of current issues in Education • A relevant leadership qualification
Skills and experience	
Essential	
<ul style="list-style-type: none"> • At least three years of proven strong, successful leadership and management experience in a school. • Evidence of demonstrating a strategic leadership style that is characterised by integrity, creativity, resilience and clarity. • Experience of implementing, managing and evaluating change in a collaborative way. • Experience of raising standards that have impacted positively on pupils and teaching and learning. • Significant experience of evaluating and using data to plan and improve pupil outcomes. • Experience of making effective use of funding and other resources. • Excellent communication skills and proven ability to listen to, understand and work effectively with the school community. 	

Desirable
<ul style="list-style-type: none"> • Strong financial planning and management skills. • Experience of working with both primary and secondary sectors.
Knowledge
Essential
<ul style="list-style-type: none"> • An understanding of how to empower pupils and staff to excel. • A clear understanding of what makes good and outstanding teaching through a deep understanding of how pupils learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work. • An understanding of how to create whole-community accountability systems and implement them with the support of the SLT to combine data from a range of sources to maximise the achievement of pupils. • A clear understanding of and commitment to promoting safeguarding pupils. • Knowledge and understanding of the statutory frameworks which set out their professional duties and responsibilities.
Personal aptitudes and abilities
The successful candidate will:
<ul style="list-style-type: none"> • Be welcoming and approachable to staff, pupils, families and the community. • Passionate about teaching and learning and committed to delivering outstanding and creative curriculum. • Able to demonstrate a reassuring presence - optimism, positivity and personal behaviour. • Demonstrate understanding and show empathy for pupils of all ages. • Be able to build positive relationships rooted in mutual respect. • Have a commitment to valuing, supporting and encouraging the professional development of all staff. • Be able to build and nurture a strong, positive and collaborative team culture that enables all staff to carry out their roles to the highest standard and for all staff to work together to deliver school improvement. • Be committed to building and maintaining effective and positive relationships with parents, trustees, and the wider school community.

- Be able to inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.
- Be able to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.
- Show tolerance and respect for the rights of others, recognising differences and cultural diversity, while upholding the fundamental British values.
- Ensure that their personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead to pupils breaking the law.

Strategic direction and shaping the future

- Endeavour to maintain the special nature of our school.
- Able to think strategically and to build and communicate an effective vision.
- Able to inspire, challenge and empower others to carry out the vision.

Safeguarding

- Demonstrate a commitment to safeguarding and the welfare of children and young people.
- Be able to form and maintain appropriate relationships and personal boundaries.
- Demonstrate knowledge of safeguarding procedures.

Managing the organisation

- Uses strong and effective management systems, including performance management.
- Encourages effective planning, delegation, support and evaluation of work undertaken by teams and individuals ensuring clear accountabilities.
- Balances the demands of running our school, and engaging with children, staff, and parents.

Leading learning and teaching

- Able to demonstrate clear leadership balanced with a supportive approach to staff, sensitive to the various demands placed on them.
- Develops a curriculum which promotes the spiritual, moral, social, cultural, academic, creative and physical development and wellbeing of every child in the school.

- Accesses, analyses and interprets information to form powerful diagnostic concepts and solutions and an accurate account of the school's performance.
- Supports all pupils to achieve success and become engaged in their own learning by demonstrating and articulating high expectations and setting challenging targets.

Developing self and working with others

- Supports and empowers the experienced staff teams and individuals.
- Is committed to continuing personal and professional development for all.
- Recognises, celebrates and embraces inclusion and diversity.
- Builds and maintains effective relationships with parents, carers and the community that enhance the education of all pupils.



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