

Headteacher – Full Job Description

A. Core Purpose - The Headteacher will:

- i. Provide effective professional leadership of the school across both sites and through all phases, including Early Years, Daycare and Wrap-Around Care, in a way which reflects and upholds the school's Church of England foundation, enabling pupils and adults to flourish.
- ii. Lead by example, actively modelling and embedding the school's Christian vision and values in all areas of school life.
- iii. Ensure the success and continued improvement of the school through the provision of high-quality education, care and learning opportunities for all pupils.
- iv. Maintain and promote an inclusive and nurturing environment that prioritises safety, wellbeing, care and equality for all.
- v. Secure, sustain and further develop effective and mutually beneficial partnerships with schools, the proposed Multi-Academy Trust (MAT), external services, the Diocese and the Local Authority.
- vi. Provide seamless leadership through the transition following completion of stakeholder consultation on academisation, ensuring stability, positivity and strong engagement from all stakeholders.
- vii. Be accountable to the Governing Body, which remains the employer prior to conversion.

B. The Headteacher will:

- i. Establish, uphold and promote a distinctive Christian vision, underpinned by core values and moral purpose, focused on delivering an ambitious and inclusive education within the context of the school's Christian ethos.
- ii. Demonstrate optimistic and visible leadership, fostering positive relationships and attitudes towards pupils, staff across both sites, parents, governors, the local parish church and the wider community.
- iii. Lead by example with integrity, creativity, resilience and clarity, using professional expertise while valuing the experience of others and ensuring continuity during leadership transition.
- iv. Sustain a broad and current understanding of education and school systems locally and nationally, and undertake continuous professional development aligned to the needs of a Church of England school and the challenges of managing multi-site leadership and academisation.
- v. Work with political and financial acumen, translating local, Diocesan and national policy into the school's context, including alignment with the MAT, whilst maintaining the school's Christian vision.
- vi. Communicate compellingly the school's vision, driving strategic leadership across both sites and extended provision, and empowering all staff to excel.

vii. Demand ambitious expectations and outcomes for all pupils across both sites, overcoming disadvantage and promoting equality, and holding all staff accountable for their impact on pupils' learning and wellbeing.

viii. Secure excellent teaching through an analytical understanding of pedagogy, curriculum design and effective classroom practice, creating rich and inclusive learning opportunities that reflect the Church of England foundation.

ix. Establish a culture of professional collaboration and 'open classrooms' across both sites and engage proactively with other local schools and the proposed MAT to support transition and share best practice.

x. Create an ethos where all staff are motivated, supported and challenged to develop professionally, contributing to a positive and resilient workforce during this period of leadership transition.

xi. Identify and develop leadership capacity across both sites and extended provision, supporting succession planning and sustainable leadership.

xii. Hold all staff to account for professional conduct and practice, while maintaining dignity, respect and Christian principles.

xiii. Ensure that the school's systems, structures and processes are fit for purpose, efficient and robust across both school sites and extended provision, upholding transparency, integrity and probity.

xiv. Provide a safe, calm and well-ordered environment that prioritises safeguarding and promotes exemplary behaviour within school and the wider community.

xv. Implement and lead fair and transparent appraisal systems, supporting staff development and addressing underperformance appropriately.

xvi. Actively support the Governing Body in understanding and fulfilling its responsibilities, including strategic oversight and holding leadership accountable for educational standards, staff performance and financial stewardship.

xvii. Exercise strategic, curriculum-led financial management, ensuring the effective deployment of resources across both sites, and for Daycare and OOSC, in the best interests of pupils, long-term sustainability and Christian character.

xviii. Distribute leadership effectively across the staff team across all sites and extended provision, ensuring clarity of roles and mutual accountability.

xix. Foster a collaborative, outward-facing school that works with other schools, MAT partners and organisations, promoting a culture of mutual challenge and continuous improvement.

xx. Ensure the school's Christian vision and values inform and sustain external partnerships, particularly in relation to the transition into the MAT.

xxi. Develop strong, effective relationships with professionals from other agencies, parents/carers, the Church community and external providers to improve educational and social outcomes.

xxii. Promote innovation, drawing on evidence-based research to further school improvement and strategic alignment ahead of academisation.

xxiii. Shape the present and future quality of the teaching profession through high-quality professional development for all staff.

xxiv. Adopt entrepreneurial and proactive approaches to leadership, confident in the value of internal and external accountability during a period of change.

xxv. Inspire and influence others—within the school and beyond—to believe in the transformational power of education within a Christian context.

xxvi. Provide continuity of leadership following the completion of stakeholder consultation on academisation, maintaining momentum and stability during the transition phase towards conversion, and ensuring clarity, confidence and positive engagement from staff, parents and stakeholders.

xxvii. Ensure the effective oversight and quality assurance of the 40-place Daycare and 40-place Out of School Club, strengthening practice and provision aligned with the school's Christian vision and ensuring regulatory compliance, operational efficiency and financial sustainability.

xxviii. Work collaboratively with the Governing Body, MAT representatives, Diocese and Local Authority to ensure a smooth leadership transition, preserving strategic intent and operational continuity across both school sites and extended childcare provision.

The Headteacher will be required to promote and safeguard the welfare of all children and young people within the school, by ensuring that the policies and procedures relating to safeguarding and child protection regulations are fully implemented and followed by all the staff. Staff, pupils, parents and others need to feel able to raise concerns and know that these concerns are addressed sensitively and effectively.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteachers.

PERSON SPECIFICATION – Headteacher

(Two-site CE Voluntary Controlled Primary with Daycare & Wrap-Around Care; **post-consultation academisation transition**).

The Selection Panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the following criteria through the application/reference/interview or tasks. Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

1. Commitment to maintaining and developing the Christian vision and values of the school and promoting an understanding of the community the schools serves including other faiths and cultures.

2. A positive commitment to promoting the Christian ethos, vision and values of the school.

Qualifications and Training

3. Qualified Teacher Status.

4. Honours Graduate or equivalent.

5. Further professional/academic study e.g. MA, CofEPQH, NPQH qualification.

6. Evidence of commitment to continuous professional development appropriate for the role of headteacher including leading through organisational transition.

7. Up to date safeguarding training and knowledge of legislation for the protection of young people.

Experience, Knowledge and Skills

8. Leadership experience at Headteacher or senior leadership level (minimum 3 years for the latter), including ideally in a church school and across multiple sites or complex provision.

9. Proven management skills and a record of positive achievement.

10. To have effectively managed whole school change, for example introduced a new initiative or procedure, developed a strategy which impacted significantly upon children's learning, and delivered in-service training.

11. Evidence of successfully implementing continuous, sustainable school improvement.

12. Minimum five years' experience in a school across the appropriate age range.

13. To have been involved with preparing and monitoring budgets including delegated funding and extended provision financial accountability.

14. Up to date knowledge and understanding of all key stages within the school.

15. To have experience of implementing or monitoring safeguarding practice within a school including EYFS and wrap-around care.

16. To have experience of inclusive educational practice within a school.

Personal Qualities

17. The ability to build, create and then communicate a clear vision for the school. Experience leading during organisational change (e.g., leadership transition, academisation, governance reform or similar).

18. The capacity to provide inspirational, enthusiastic and innovative educational leadership. Experience managing partnerships with external agencies, including MATs, local authorities or diocesan bodies during times of change.

Interpersonal Skills

19. An ability to communicate effectively, both orally and in writing, with a range of audiences.

20. A caring and considerate attitude towards pupils and adults, treating all with dignity and respect and supporting them in such a way that they flourish.

21. Flexibility, initiative and drive to maintain a positive attitude in the face of a challenging and demanding job.

22. An ability to establish effective working relationships with a wide and diverse range of people including pupils, parents, governors, other professionals, the Diocese and wider community.

23. Think analytically and creatively and demonstrate initiative in solving problems including during a period of transition.

24. Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others including staff across sites, phases and extended provision.

Safeguarding

25. Displays commitment to the protection and safeguarding of children and young people.

26. The ability to form and maintain appropriate relationships and personal boundaries with young people.

27. Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people.

28. Will co-operate and work with relevant agencies to protect young people.

Professional skills

29. Each candidate will be expected to demonstrate knowledge and understanding of the National Standards of Headteachers which also form the basis of the Job Description for a Headteacher in a VA school. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in their new role.

30. Demonstrate knowledge and understanding of the National Standards of Headship within a Church school context, and how these apply to leadership through transition (e.g., post-consultation academisation).

31. Experience of distributed leadership across multiple settings (e.g., multi-site school or extended provision) and succession planning.

32. Experience of managing stakeholder confidence through leadership change.

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Confidential References

1. Positive recommendation from all referees, including current employer are essential.