



Hyde High School

Job description: **Headteacher**

Grade: L28-34

Working pattern: Full time, permanent.

Responsible to

Governing Board

Core Role

The Headteacher is responsible for the day to day operation of the school, the culture and ethos within it and the quality of education and outcomes. Modelling the highest standards of principled and professional conduct, the Headteacher will provide leadership which secures the school's success, ensuring high quality teaching and achievement and a positive and enriching educational experience.

Key responsibilities

Ethics and professional conduct:

- demonstrate consistently high standards of principled and professional conduct modelling the approaches and values expected of others and serving in the best interests of the schools' pupils;
- uphold and demonstrate the seven principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community;
- create a culture where pupils experience a positive and enriching school life, where children are happy and enthusiastic learners who feel valued and cared for, act safely, respect others and aim high.
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life;
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment;
- develop, drive and support a strong team of leaders who are proud of their work and achievements where all colleagues are valued and supported and motivation is developed and sustained;
- ensure a culture of high staff professionalism.

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 and approaches which respect the distinct nature of subject disciplines or specialist domains;
- ensure effective use is made of formative assessment.

Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught;
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities;
- ensure that reading is prioritised for all pupils through the provision of evidence-informed approaches, particularly the use of systematic synthetic phonics as necessary;
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Behaviour

- sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils;
- 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 model and teach the behaviour and character of a good citizen.

Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with special educational needs and disabilities, looked after children and those with other additional needs;
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate;
- ensure the school fulfils its statutory duties with regard to the SEND code of practice;
- develop and sustain a school culture and practices that enable pupils to access the curriculum and learn effectively.

Professional development

- 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;
- 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.

Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding;
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds;
- ensure staff are deployed and managed well with due attention paid to workload and wellbeing;
- ensure and oversee systems, processes and policies that enable the school to operate effectively and efficiently;
- ensure rigorous approaches to identifying, managing and mitigating risk.

Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement;
- 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.

Working in partnership

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community;
- work successfully with other schools and organisations in a climate of mutual challenge and support;
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

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 relationship 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.

All employees have the responsibility to:

- be aware of and comply with all policies and procedures relevant to their role including those relating to Safeguarding, Child Protection, Health and Safety and Data Protection;
- actively promote the school's positive and inclusive ethos and values;
- subscribe to the priorities within the School Improvement Plan;
- play a full part in the life of the school community;
- participate in training activities;
- participate in the Performance Management process;
- to undertake any other duties or responsibilities as required that are covered by the general scope of the post;
- to undertake any other reasonable duties at the request of the Chair of Governors.

This job description will be subject to review and may be modified or amended at any time after consultation with the post holder. Hyde High School is committed to safeguarding and expects all staff and volunteers to share this commitment. All staff are subject to an enhanced DBS check.