

Headteacher-Job description

Line managed by: CEO or deputy CEO

Headteachers play a critical role in the life of the school. They inspire confidence in those around them and work with others to create a shared strategic vision which motivates students and staff. They take the lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others. They have the confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to learning.

Headteachers must demonstrate sustained high quality of performance in respect of school leadership and management and student progress and will be subject to a review of performance against the following before any performance points will be awarded.

- Their planning and review statement;
- Headteachers' Standards; and
- National standards for school leadership.

Annual pay progression within the range for this post is not automatic. Any progression will normally be by one point, but the Trust Board will consider movement by two points in the following exceptional circumstances:

- Additional experience or training undertaken which would enhance performance;
- Sustained and continued measured improvement related to the educational performance of the students at the school; and
- Clear and documented demonstration of exceptional performance with respect to all aspects of the management and leadership of the school.

Key Roles

- To take the overall responsibility for the school.
- To lead the school's senior leadership team in the management, strategic development and direction of the school.
- To lead in monitoring and evaluating the quality of teaching and student achievement across the school.
- To manage the school operationally, taking a significant role in setting aims and objectives for the school, formulating the School Development Plan and SEF along with other members of the senior leadership team.
- To ensure the highest possible standards of education through the promotion of outstanding behaviour, effective teaching and learning, a balanced curriculum, the provision of excellent pastoral care and support for students and a rich extra-curricular programme which reflects the school's development priorities and ethos.
- To be proactive with key developments pertinent to the leadership and management of the school and statutory requirements.
- To develop effective networks and partnerships promoting educational improvements and success.
- To shape a vision for the school in line with the vision for the MAT, setting high expectations with a clear focus on student achievement.
- Through the management of other senior leaders deliver learning programmes, teaching strategies, schemes of work and monitor and evaluate these in line with the school's programme of continuous improvement.
- Through the management of other senior leaders implement the school's teaching and learning priorities through effective assessment procedures, the development of personalised learning and ensure curriculum enrichment opportunities are maximised.
- Through the management of other senior leaders ensure the shared development and operation of effective assessment, recording and reporting systems, using the full potential of technology and data systems to monitor students' progress and raise attainment across all year groups.

- To lead on recruitment and development of excellent staff and ensure high standards of discipline and morale throughout the school community.
- To ensure the effective operation of systems for quality assurance and appraisal and CPD, ensuring that staff are led, trained and managed to achieve challenging goals.
- To oversee both safeguarding and child protection, supported by the safeguarding team, ensuring a robust culture of vigilance across the school.

Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- 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, students' vulnerability or might lead students to break the law

As leaders of their school community and profession, Headteachers:

- serve in the best interests of the school's students
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

School culture

Headteachers:

- 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 students experience a positive and enriching school life
- uphold ambitious educational standards which prepare students 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

- ensure a culture of high staff professionalism

Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students 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

Headteachers:

- 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 all students are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum

Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students
- ensure high standards of student 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 of a good citizen

Additional and special educational needs and disabilities

Headteachers:

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

Professional development

Headteachers:

- 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 standard 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

Organisational management

Headteachers:

- ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care
- 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
- establish 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

Headteachers:

- 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

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to 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 students

Governance and accountability

Headteachers:

- 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

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the CEO reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Headteacher-Person Specification

| Criteria | Essential | Desirable | Method of assessment |
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| Experience | <ul style="list-style-type: none"> ▪ Responsibility for promoting and safeguarding the welfare of children, young people and vulnerable adults and for raising any concerns | Experience of timetabling | Application form, references and interview. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues |

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| | <ul style="list-style-type: none"> ▪ Suitability to work with young children ▪ Ability to form and maintain appropriate relationships and personal boundaries with children and young people ▪ Positive attitude to use of authority and maintaining discipline ▪ Outstanding classroom practitioner with the knowledge, understanding and practical application of effective teaching and learning strategies in order to raise standards ▪ Proven track record as a teacher whose students reach high standards of learning and achievement ▪ A track record demonstrating a commitment to high standards, continuous improvement and quality assurance ▪ Successful leadership, management and development of a significant, recent initiative with measurable positive impact ▪ Successful experience of strategic leadership and management ▪ A track record of effectively leading, managing and motivating students and staff and developing team approaches ▪ Experience of developing and implementing effective approaches to teaching and assessment ▪ Clear vision for and proven track record of raising whole school attainment and | | <p>relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> ▪ motivation to work with children and young people ▪ ability to form and maintain appropriate relationships and personal boundaries with children and young people ▪ emotional resilience in working with challenging behaviours; and ▪ attitudes to use of authority and maintaining discipline |
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| | <p>achievement across the relevant Key Stages and dealing with underachievement</p> <ul style="list-style-type: none"> ▪ Experience of curriculum development ▪ Evidence of the ability to inspire colleagues in developing a passion for their subject ▪ Knowledge of the various leadership styles and practices and their effects in different contexts within schools ▪ Knowledge and understanding of the implications of recent legislation, development and initiatives in secondary education ▪ Knowledge of the curriculum across the relevant Key Stages ▪ Knowledge of OFSTED requirements and self-evaluation | | |
| Skills and Abilities | <ul style="list-style-type: none"> ▪ Emotional resilience and a flexible approach accommodating changing priorities and working patterns ▪ Ability to interpret and analyse school performance data ▪ Expertise in making reliable and valid judgements with regard to the quality of teaching and learning ▪ Ability to lead and manage people within and beyond the school community to work towards common goals ▪ Ability to prioritise and manage own time effectively and work under pressure and to deadlines ▪ Ability to maintain strictest confidentiality and integrity at all times ▪ Ability to establish a positive ethos with an | | Application form, interview and references. |

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| | <p>accent on high achievement for all</p> <ul style="list-style-type: none"> ▪ Ability to empathize with the needs of students and to be firm but fair and consistent ▪ An effective communicator and motivator of students and staff ▪ Ability to enable and empower others ▪ A team player with the ability to establish good working relationships with staff, students and parents/carers ▪ The ability to communicate clearly and concisely both verbally and in writing at all levels ▪ The ability to support students and respond to parents/carers through fluent and accurately spoken English ▪ The ability to set clear expectations and parameters and to hold others to account for their performance ▪ The ability to challenge underperformance ▪ Ability to deal with problems in a positive and systematic manner | | |
| Personal qualities | <ul style="list-style-type: none"> ▪ A strong commitment to quality professional development of staff ▪ The drive to develop the capabilities of others and help them realize their full potential ▪ A positive attitude to continuous improvement ▪ A positive and practical approach to change and challenge ▪ Willingness to challenge inefficiency, ineffectiveness or complacency | | Application form, references and interview |

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| | <ul style="list-style-type: none"> ▪ The ability to lead, inspire and motivate ▪ A commitment to do everything possible for each student and to enable all students to be successful ▪ Relentless energy for setting and meeting challenging targets ▪ A healthy competitive attitude that shows a real desire for excellence ▪ An unequivocal positive role model to staff and students ▪ A commitment to justice, quality of opportunity and to comprehensive education ▪ A capacity for hard work ▪ A capacity to innovate, inspire and motivate ▪ A sense of humour, warmth, energy, stamina and resilience ▪ The professional respect of colleagues | | |
| Education and qualifications | <ul style="list-style-type: none"> ▪ A good honours degree ▪ DfE recognised qualified teacher status ▪ Evidence of continual professional development ▪ Evidence of keeping up to date with educational thinking and knowledge | Further relevant leadership and management qualifications-eg NPQH, NPQSL etc | Application form and certificates |

The MAT is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.