



Midsomer Norton
Schools Partnership

Pyrland School

Job Role: Headteacher (L30-37)

Responsible to: The Trustees, LGB and CEO of MNSP

Purpose of the role

- To provide outstanding leadership for Pyrland School which will ensure its continued success, sustainability and improvement
- To ensure that every child receives a high quality education and achieves academic and social success
- To engage the community fully in all aspects of the school
- To manage school resources efficiently and effectively and to ensure value for money
- To ensure high expectations, high standards and strong accountability

Key areas of responsibility

Strategic direction and development of the school

- To provide strategic leadership that secures the school vision, engendering high standards of behaviour, achievement and good social development for all children
- To secure a strong and sustainable working partnership with parents, other schools in the area and the local community
- To develop the school's emphasis on a broad formal curriculum and outdoor learning curriculum areas in partnership with the local community
- To design and implement a programme which promotes character and leadership development
- To ensure that all aspects of school performance are monitored and evaluated thoroughly and regularly, including periodic external review
- To prepare for the Local Governing Body, evaluation documents and improvement plans which match the school and Trust vision
- To ensure that the school improvement plan is based on the evidence from robust self-evaluation and that progress against plan targets and objectives is reviewed regularly
- To act as professional adviser to the Local Governing Body and to supply them with information with which it can fulfill its strategic leadership role and provide support and challenge to the work of the school
- To develop teaching and learning so that students make strong progress and gain knowledge/skills

Management and Leadership

- To develop the school, staff and students to their full potential, by being forward thinking and through inspiration, initiative, motivation and where appropriate, delegation
- To ensure that every child is stretched and challenged to make academic progress and that appropriate and challenging targets are set and met
- To comply with policies and other statutory requirements and maintain a regular and planned evaluation cycle

- To identify, manage and coordinate any major tasks within the school
- To be familiar with current best practice in all areas of the curriculum, assessment, monitoring and evaluation, throughout the school
- To be responsible for preparing and updating the School Improvement/Development Plan in consultation with the Local Governing Body, staff, parents and students, where appropriate, and to ensure it is an active document
- To ensure robust safeguarding of all students and adults in the school community
- To ensure that the school has effective policies/procedures covering all aspects of teaching, discipline, behaviour, curriculum, etc, and that all such policies are reviewed annually in conjunction with the Local Governing Body, Trust and CEO
- To line manage staff appropriately ensuring they are sufficiently challenged and supported to achieve excellent outcomes in their roles.

Finance

- In partnership with the Local Governing Body and CEO, control, allocate and monitor all school financial and material resources
- In partnership with the Local Governing Body, ensure that the budget is allocated in accordance with the School Improvement Plan and individual training needs and development targets for staff
- To manage effectively the resources of the school, including time, finance, people, equipment, facilities and site
- To recognise financial opportunities to the school's advantage
- In conjunction with the Local Governing Body, ensure that finances relating to the school are monitored and that value-for-money is achieved

Staffing

- To organise the selection and appointment of all teaching and non-teaching staff
- To lead the Senior Leadership Team with support from the CEO
- To ensure the implementation of appropriate policies on performance management and staff development
- To promote and support the continuing development of all staff
- To serve as the first point of contact in connection with staff pay, discipline and grievance procedures
- To monitor and support the work of ECTs and other staff who need support to improve
- Teach the required allocation where necessary

Parents and the Community

- To maintain and continually develop good relations with parents and carers, and links with the local community
- To ensure that regular information about the progress of children is given to parents and carers
- To promote the school, upholding its reputation and attractiveness to existing and prospective parents
- To promote positive links with all outside agencies to support students

Students

- To enable all students to achieve the school's aims and vision within the school environment
- To have overall responsibility for ensuring that the children are engaged in relevant, appropriate and balanced educational activities of high quality
- To ensure that all students enjoy an "Inclusive Education" in line with the requirements of the National Curriculum

- To ensure that students' individual needs are met and their achievement is commensurate with their ability
- To monitor the assessment and recording of children's progress
- To recognise the importance of social, moral, spiritual and physical development as well as academic achievement
- To ensure that every child matters and that safeguarding is outstanding

Governors

- To maintain an effective working relationship with the Local Governing Body, advising and assisting Governors in the discharge of their duties
- To report to the Local Governing Body on all relevant matters affecting the conduct, performance and standards of the school, pupils and staff
- To keep Governors fully informed of school events and issues
- As required by the Local Governing Body, to attend all meetings of the Local Governing Body and report to them using the Trust Headteachers report template
- To report periodically to the Trust Board.

Midsomer Norton Schools' Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced Disclosure Barring Service Certificate is required for this post prior to commencement.

Midsomer Norton Schools' Partnership is committed to a policy of equality of opportunity as an employer with regard to our policies and practices for employees and potential employees. This means that no employee or applicant will be treated less favourably on the grounds of their sex, marital status, race, nationality or ethnic origin, disability, sexual orientation, gender identity, age or religion

Post Holder:

Name:

Signature: _____

Date: _____

Person Specification

Qualifications and Experience

The Trustees of Midsomer Norton Schools' Partnership believe the successful candidate will be a leader capable of inspiring and championing excellence

Essential to:

- Hold Qualified Teacher Status
- Possess Leadership Team Experience

Note: Applications are invited from those with or without Headship experience and will be considered equally on their merits

Knowledge and Experience

- Have senior leadership experience in a secondary school with a proven track record of success in raising achievement and bringing about improvement
- Lead by example through communicating, engaging and modelling outstanding practice; have a visible presence within the school and the wider community, with the will to represent the school to a variety of audiences
- In accordance with agreed school/Trust policies, be willing to set challenging targets and deliver exceptional outcomes and results
- Demonstrate financial acumen
- Show a clear understanding of and commitment to quality in education as well as having:
 - the ability to identify and establish the principles of an outstanding school
 - experience of strategies which raise the achievement of children
 - the qualities necessary to establish a strong school culture of personal development, commitment to learning, excellent behaviour and high standards

Skills and Abilities

- To be able to think and act strategically and communicate a vision for the school as part of leading edge developments in secondary education

- To forge and develop productive relationships with governors, staff, parents, students, the local community, other schools and other partners
- Have outstanding all-round communication and presentation skills that can reach a variety of audiences
- Know when to be decisive and when to be consensual
- To be able to network and be a positive force in the community
- To have knowledge of the structure, management and legalities of academies
- To make an immediate impact on the school, growing the role rather than taking time to grow into the role

Teaching and Learning

- Recognise and demonstrate high quality teaching skills appropriate to the differing needs and aspirations of all pupils
- Ability to foster an enthusiasm for learning through a varied programme of curricular and extra-curricular activity
- The ability to create and maintain an ethos that promotes and secures outstanding teaching and learning and constructive relationships between students and staff
- Experience of creating and maintaining an environment that promotes high academic standards and continual improvement

Leadership and Management

- To be able to demonstrate visionary leadership, drive and ambition
- Have the ability to manage time and demands that Headship needs and prioritise accordingly
- Demonstrate excellent interpersonal skills
- Demonstrate outstanding management of people
- Be fully supportive of and committed to promoting and developing the Christian character of the school

Personal Qualities

- Have integrity and reliability
- Possess professional pride and ability to command respect from others
- Have enthusiasm, energy and dynamism.
- Be resilient and able to work under pressure
- Listen to others concerning his/her own personal contribution and modify style and behaviour as appropriate
- Be committed to the principles of equality and diversity
- Have a willingness to reflect and engage in professional and personal development

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