



Headteacher

Leadership Scale: 20 to 26 (Fringe)

Contract type: Permanent

Reporting to: Greensand CEO

Job Purpose

- To carry out the duties set out in the School Teachers' Pay and Conditions Document.
- To provide professional leadership for the school which secures its success and improvement, ensuring high quality education which inspires and motivates its children and improves standards of learning and achievement.
- To be responsible for the leadership, internal organisation, management and control of the school, consulting appropriately with stakeholders.
- To create a safe and caring environment for all children and staff and to promote and safeguard the welfare of all children and staff.
- To develop and maintain a culture of cross school working within the Trust by facilitating staff access to support networks and working in close partnership with other senior staff.

Core Accountabilities

School Culture

- Establish and sustain the school and Trust's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where children experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare children 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

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how children learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.

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 all children 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 children's knowledge and understanding of the curriculum.
- Adapt teaching and curriculum approaches in line with research and best practice.

Behaviour

- Establish and sustain high expectations of behaviour for all children, built upon relationships, rules and routines, which are understood clearly by all staff and children.
- 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 behavior.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

Additional and Special Educational Needs and Disabilities

- Ensure the school holds ambitious expectations for all children with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable children 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 children, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

Professional Development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of Trust priorities, 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 from within the Trust, nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

Organisational management

- Ensure the protection and safety of children 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 and adherence to the Trust's Financial Procedures Policy.
- 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

- Work closely with the CEO and other Trust staff to 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 and Trust, working in partnership with parents, carers, and the local community.
- Commit their school to work successfully with other schools in the Trust 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 children.

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.

Equality, Diversity and Inclusion

- Promote and lead on Equality, Diversity and Inclusion across the school.
- Adhere to the Trust's policies and ensure anti-discriminatory practice in all aspects of the role.
- Leadership responsibility for ensuring compliance with equality legislation.

Safeguarding

- Take responsibility for safeguarding and promoting the welfare of children and young people, and to develop all necessary safeguarding and child protection policies.

Health and Safety

- Ensure that the school is following Trust health and safety policies and has effective arrangements for managing the health and safety risks at the school.
- Maintain effective communications with employers, governors, trustees and the school workforce, and give clear information to children and visitors, including contractors, regarding the significant risks on site.
- Make sure that the staff have the appropriate training and competencies to deal with risks in their areas of responsibility.

In addition to this, the Health and Safety at Work Act (1974) places duties on all employees:

- Take reasonable care for their own Health and Safety and that of other persons who may be affected by the individual's acts or omissions at work.
- Co-operate with management to enable them to carry out their duties and comply with all relevant Health and Safety legislation.
- Not intentionally nor recklessly to interfere with or misuse anything provided in the interests of health, safety or welfare.
- Assist management/leaders in preparing, implementing and updating all relevant risk assessments for their area of responsibility.

This job description sets out the duties of the post at the date when it was drawn up, but following consultation with you, may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification

Qualifications and Experience

- Qualified teacher status and evidence of further professional development.
- Proven track record as an outstanding senior leader with experience at least at Deputy Headteacher/Headteacher level.
- Relevant management development training relevant to headship, (for example educational leadership such as the NPQH or a similar qualification).
- An inspirational and innovative strategic education leader with a personal and professional commitment to the delivery of the highest levels of performance and achievement in every child and every teacher.
- Has demonstrable evidence of being an outstanding teacher with a relentless focus on raising standards for all students.

Knowledge

- An understanding of current national policies, curriculum developments and the statutory and legal framework within which a school operates.
- An appreciation of the challenges and social context of the school's catchment area, in particular the issues facing young people within the school's catchment area.
- An understanding of appropriate strategies that will contribute to the further raising of pupil attainment, in a school with a high proportion of pupils for whom English is an additional language.
- An understanding of the issues of inclusive education and proven experience in the effective development of practices to support this concept.
- An understanding of how to lead a team of diverse people with understanding of issues of EDI.
- Understanding and implementing the requirements of whole school strategy in high quality learning and teaching.
- Experience of leading staff in the improvement of learning and teaching.
- Knowledge of developments in the safeguarding and pastoral care of pupils.
- Understanding and implementing all aspects of strategic and whole school planning.
- Ability to manage whole school budgets and resources successfully.
- A thorough understanding of the opportunities which new technology (including ICT) presents to enrich and enhance teaching and learning, management and administration and the wider school community.

Skills

- The ability to effectively manage the process of change, including monitoring and the setting of targets.
- Demonstrate strategic thinking and planning to realise the vision and aims of the school.
- The ability to process, analyse and use data to inform decisions.

- Has proven ability to raise standards of learning and teaching by working through others
- Possesses good interpersonal, written, and oral communication skills.
- Has presence and the ability to make points clearly, to listen, understand and respond in a variety of situations.
- Effective and efficient financial and resource management skills.
- Has proven excellence in pastoral care of children and young people.

Personal Attributes

- Resilience and the ability to manage in high pressured environments.
- Ability to deal with pressure effectively and sanguinely.
- Presents a positive role model in carrying out duties and when representing the school.
- Can work and lead effectively as part of a team.
- Has the ability to take feedback constructively.
- Possesses integrity and relate appropriately to inspire commitment, enthusiasm and confidence from staff, pupils, governors, and parents in promoting the values, ethos and standards of the school and Trust.