

Job Description & Person Specification

Headteacher

Newcastle Academy



Job Description

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| Salary | Competitive salary commensurate with experience and expertise |
| Reporting to | Executive School Improvement Lead |
| Location | Newcastle Academy |

Main purpose

The Headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the trust executive leaders, Local Advisory Board and through consultation with the school community;
- ensure teaching staff have exceptional continuous professional learning (CPL) so that they are competent and confident to make a difference to students' lives;
- create and promote a culture where students experience a positive and enriching school experience which allows them to thrive and creates a deep sense of belonging;
- establish, oversee and implement systems, processes and policies so the school can operate effectively;
- identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context;
- make sure these school improvement strategies are effectively implemented;
- monitor progress towards achieving the school's ambitious academic targets;
- work with the Trust's finance team on the formulation of the annual budget in order to ensure that the school secures its objectives;
- be part of the Windsor Academy Trust Leadership Team;
- ultimately unlock students academic and personal potential and contribute to doing so across the Windsor Academy Trust family of schools.

Qualities

The Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct;
- build positive and respectful relationships across the school community;
- serve in the best interests of the school's students;
- be resilient, reflective and collaborative.

School culture and behaviour

The Headteacher will:

- Create a culture where students experience a positive, challenging and enriching school experience;
- uphold ambitious educational standards in order to prepare students from all backgrounds and starting points for their next phase of education and life;
- ensure a culture of staff professionalism and expectations;
- encourage high standards of engagement from students, built on expectations and routines that are understood by staff and students, and clearly demonstrated by all adults in school;
- use consistent, inclusive and fair approaches to managing engagement, in line with the school's engagement policy.

Teaching, Curriculum and Assessment

The Headteacher will:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence and research;
- ensure teaching is underpinned by subject expertise and pedagogy;
- effectively use formative and summative assessment to inform strategy, actions and improvement;
- ensure the teaching of a ambitious, broad, structured and coherent curriculum;
- develop curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities;
- use valid, reliable and proportionate approaches to assessing students' knowledge and understanding of the curriculum.

Additional and special educational needs (SEN) and disabilities

The Headteacher will:

- Promote a culture and practices that enables all students to access the curriculum;
- have ambitious expectations for all students with SEN and disabilities;
- make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate;
- make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

Managing the school

The Headteacher will:

- Ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of a duty of care;
- ensure that all staff understand their professional responsibilities and are held to account;

- manage staff well with due attention to wellbeing and workload;
- ensure rigorous approaches to identifying, managing and mitigating risk.

Professional development

The Headteacher will:

- Ensure staff have access to appropriate, high standard continuous professional learning opportunities;
- keep up to date with developments in education policy, practice and research;
- ensure training and continuous professional development is effectively planned, delivered and evaluated;
- engage and collaborate on Trust school-improvement strategies;
- seek training and continuing professional development to meet the needs of all staff members.

Governance, accountability and working in partnership

The Headteacher will:

- Understand and welcome the role of effective Local Advisory Boards;
- ensure that staff 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;
- promote, encourage and support initiative and team working, both within the school and more widely with other schools across the family and with external organisations.

Other areas of responsibility

Please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken. It is not a comprehensive list of all tasks that the post holder will carry out. The post holder may be required to undertake other duties that may be required from time to time within the general scope of the post.

This job description may be amended at any time in consultation with the post holder.

Person Specification

| Area | Essential | Desirable |
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| Qualifications and Professional Development | | |
| Qualified Teacher Status (QTS) | ✓ | |
| Degree-level qualification | ✓ | |
| Evidence of relevant Continuous Professional Learning (CPL) | ✓ | |
| Higher degree or postgraduate qualification | | ✓ |
| Obtained or working towards NPQH qualification (or equivalent) | ✓ | |
| Knowledge and experience | | |
| Successful experience of headship or substantial experience as a deputy headteacher | ✓ | |
| Experience of making a positive impact on educational outcomes within a leadership role | ✓ | |
| Successful teaching experience within the secondary age range | ✓ | |
| Evidence of involvement of a wider education network such as a multi-academy trust | | ✓ |
| Strategic leadership | | |
| Ability to provide clear educational vision and direction | ✓ | |
| Ability to inspire and motivate all stakeholders | ✓ | |
| Evidence of developing effective strategies for school improvement | ✓ | |
| High level of involvement with school improvement planning | ✓ | |
| High level involvement in monitoring and evaluation procedures leading to clear impact | ✓ | |
| Ability to work in partnership with senior leaders and those responsible for governance | ✓ | |
| Ability to set, monitor and achieve ambitious goals for students and staff | ✓ | |
| Ability to analyse and use student data on attainment and progress to raise standards | ✓ | |
| Understand the principles of effective teacher and learner effectiveness | ✓ | |
| Leading Teaching and Learning | | |
| Successful experience of monitoring, evaluating and improving the quality of teacher and learner effectiveness | ✓ | |
| Understanding the role and impact of assessment in student progress | ✓ | |
| Secure knowledge of statutory requirements relating to curriculum and assessment | ✓ | |

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| Experience of leading curriculum innovation | ✓ | |
| Successful experience of developing learner effectiveness | ✓ | |
| Leading and managing staff | | |
| Ability to lead, manage and motivate across the school community | ✓ | |
| Ability to establish positive working relationships | ✓ | |
| Ability to plan, allocate, delegate, support and evaluate work undertaken by individuals and teams | ✓ | |
| Successful experience of identifying the need for, and leading, in-service training | ✓ | |
| Significant experience of taking a lead role in performance management of staff | ✓ | |
| Experience and skill when managing staff and holding people to account for performance | ✓ | |
| Managing Resources | | |
| Successful experience of managing budgets | ✓ | |
| Ability to manage, monitor and review available resources, ensuring value for money | ✓ | |
| Personal Qualities and Attributes | | |
| Absolute commitment to unlocking the academic and personal potential of every single student and the belief that all students can be successful regardless of their background | ✓ | |
| Strong commitment to raising standards | ✓ | |
| High expectations of self and others | ✓ | |
| Able to enthuse, motivate and lead staff | ✓ | |
| Approachable and emotionally intelligent | ✓ | |
| Ability to establish and maintain positive relationships, including with parents and families | ✓ | |
| Ability to remain positive and enthusiastic, including when under pressure | ✓ | |
| Excellent communication skills | ✓ | |
| Ability to identify own training needs and willingness to participate in training and development opportunities | ✓ | |
| An imaginative and creative thinker capable of delivering solutions to complex problems | ✓ | |
| Good presentational and public-speaking skills | ✓ | |
| Comply with Trust's commitment to the protection and safeguarding of children | ✓ | |



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