



Headteacher/CEO Job Description

Perryfields Enterprise Academy Trust (PEAT) is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

The job description should be read in conjunction with the contractual requirements and responsibilities of Headteachers set out in the School Teachers' Pay and Conditions Document.

Main Purpose

The Headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community.
- Establish and oversee policies, systems, and processes so the school can operate effectively.
- Identify barriers to school effectiveness, identifying, developing, proposing and implementing 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 aims and objectives.
- Manage and allocate financial resources appropriately, efficiently and effectively for the benefit and growth of the school.

Qualities

The Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.
- Build and maintain positive and respectful relationships across the school community.
- Serve in the best interests of the school's pupils.

Duties and responsibilities

Strategic leadership

The Headteacher/CEO, working with the governing body, senior leadership team and school staff, will provide overall strategic leadership for the school.

The Headteacher/CEO will:

- Lead, develop and support the direction, vision, values and priorities of the school.
- Develop, implement and evaluate the schools policies, practices and procedures.
- Lead and manage teaching and learning throughout the school.
- Ensure accurate school self-evaluation to inform school improvement planning.
- Have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school.
- Undertake the responsibilities of the Accounting Officer for the Trust as detailed in the Financial Regulations.

- Shall ensure the health, safety and wellbeing of staff, adults, and pupils across the school.
- Ensure operational and strategic priorities are regularly reported accurately and met.
- Ensure that designated sites are effectively managed in line with the Trust's Estate Vision and Strategy.

Managing the school

The Headteacher shall:

- Have line management responsibility for the school senior leadership team, providing effective support and challenge to help them secure best outcomes for pupils.
- Support the Trustees with managing the Trust's budget and resources.
- Support with developing and implementing trust-wide policies.
- Allocate financial resources appropriately, efficiently, and effectively in consultation with the designated school business manager.
- Develop and retain high-quality staff through effective professional development and performance management.
- Establish clear and open lines of communication with all stakeholders.
- Monitor staff wellbeing and workload and implement strategies to promote a healthy working environment.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of the duty of care.
- Work successfully with other schools and organisations.
- Maintain effective relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.
- Ensure rigorous approaches to identifying, managing, and mitigating risk.

School culture and behaviour

The Headteacher shall:

- Create and maintain a culture where pupils experience a positive and enriching school life.
- Uphold ambitious educational standards, to prepare pupils from all backgrounds for their next phase of education and life.
- Ensure a culture of staff professionalism.
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy.

Teaching, curriculum and assessment

The Headteacher shall:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence.
- Ensure teaching is underpinned by subject expertise.
- Effectively use formative assessment to inform strategy and decisions.
- Ensure the teaching of a broad, structured, and coherent curriculum.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.

- Use valid, reliable, and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read.

Additional and special educational needs (SEN) and disabilities

The Headteacher shall:

- Promote a culture and practices that enables all pupils to access the curriculum.
- Have ambitious expectations for all pupils 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](#).

Professional development

The Headteacher shall:

- Ensure staff have access to appropriate, high standard professional development opportunities.
- Keep up to date with developments in education.
- Ensure training and continuing professional development is effectively planned, delivered, and evaluated to deliver tangible and demonstrable benefit to the school.
- Ensure professional development opportunities draw on experts both within and beyond the school.
- Seek training and continuing professional development to meet the needs of all staff members and self.

Governance, accountability and working in partnership

The Headteacher shall:

- Understand and welcome the role of effective governance, including accepting responsibility.
- 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.
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.

Other areas of responsibility

Designated Safeguarding Lead

Managing referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care.
- Support staff who make referrals to the local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern.
- Support staff who make referrals to the Channel programme.

- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child.
- Refer cases to the police where a crime may have been committed.

Working with staff and other agencies

- Act as a source of support, advice, and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Inform the Trustees of safeguarding issues requiring ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult.
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Take lead responsibility for promoting educational outcomes by:
 - Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced.
 - Identifying the impact that these issues might be having on children's attendance, engagement, and achievement at school.
- The above includes:
 - Ensuring the school knows which children have or have had a social worker, understand their academic progress and attainment, and maintain a culture of high aspirations for this cohort.
 - Supporting teaching staff to provide additional academic support and/or reasonable adjustments to help these children reach their potential.

Managing the child protection file

- Ensure child protection files are kept up to date.
- Keep information confidential and store it securely.
- Make sure records include:
 - A clear and comprehensive summary of the concern.
 - Details of how the concern was followed up and resolved.
 - A note of any action taken, decisions reached and the outcome.
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE).
- Where children leave the school (including in-year transfers):
 - Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE.
 - Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help it put appropriate support in place.

Raising awareness

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff.
- Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.

- Ensure the child protection policy is available publicly and parents and carers are aware that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing.

Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C.
- Undertake Prevent awareness training.
- Refresh knowledge and skills at regular intervals and at least annually.

Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.
- Deliver (or facilitate) appropriate safeguarding and child protection training, including online safety, and staff responsibilities in relation to filtering and monitoring.
- Support staff during the referrals process.
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Keep detailed, accurate, secure written records of concerns and referrals.

Filtering and monitoring

- Understand the filtering and monitoring systems and processes in place in the school, including how to manage them effectively and escalate concerns when identified.
- Make sure that the filtering and monitoring systems and processes block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Review filtering and monitoring provision at least annually.

The DSL will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct. During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person but can also be via phone or video call in exceptional circumstances.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Headteacher: Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Evidence of continuing professional development suitable for the role (e.g. NPQH)
Experience	<ul style="list-style-type: none"> • Experience across the primary age range • Proven record of successful experience as a Headteacher or Deputy/Assistant Headteacher • Involvement in school self-evaluation and development planning • Demonstrable experience of successful line management and staff development • Proven record of successful classroom teaching • Competent ICT skills and knowledge • Liaison with external agencies
Leadership and Management	<ul style="list-style-type: none"> • Proven leadership and management skills • A clear vision of excellence in education • A proven ability to raise educational standards and a commitment to high standards of achievement • Understanding of school improvement planning, and subsequent financial management and budget planning • Understanding of the strategic role of the Governing Body and ability to work effectively with Governors • Ability to delegate, monitor and evaluate information • Evidence of good working relationships with parents and the wider school community • Experience of Performance Management of both teaching and support staff • Commitment to the continuing professional development of all staff • Ability to lead by example and inspire others to achieve positive results • Ability to initiate and manage change sensitively in pursuit of strategic objectives • A commitment to the protection and safeguarding of young people and an up-to-date knowledge of Child Protection procedures

Skills and knowledge	<ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to set targets and identify weaknesses • Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve • Understanding of school finances and financial management • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships • Ability to demonstrate knowledge of current curricular and educational issues/relevant legislation • Clear knowledge and understanding of assessment and monitoring procedures and ability to implement these • Commitment to inclusion and equality of access to educational provision for all children • An understanding of consistent approaches to behaviour management • A high regard for the personal achievement of each child
Personal qualities	<ul style="list-style-type: none"> • Commitment to uphold the 7 principles of public life (the Nolan principles) at all times • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position • Ability to recognise and utilise staff strengths • Ability to build, support, motivate and work as part of a high performing team

Last review date: 1st May 2024

Next review date: As required

Notes:

This job description/person specification may be amended at any time in consultation with the postholder.