

# SOUTHEND EAST COMMUNITY ACADEMY TRUST

## HINGUAR PRIMARY SCHOOL AND NURSERY HEADTEACHER JOB DESCRIPTION

### **Core Purpose**

The Headteacher will be responsible for the internal organisation, management and control of the school in accordance with applicable legislation, the policies of the Trust (including its annual budget) and the principles, ethos and working relationships of the Trust.

The Headteacher, working with the CEO, COO, Academy Committee, senior leadership team and school staff, will provide overall strategic leadership for the school.

The Headteacher will work with the CEO to:

- lead, develop and support the direction, vision, values and priorities of the school and SECAT
- develop, implement and evaluate the school's and SECAT's policies, practices and procedures
- lead and manage teaching and learning throughout the school
- ensure accurate school self-evaluation to inform improvement planning
- have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school
- play an active part as a member of the Executive Team within SECAT to ensure that the strategic objectives within the Trust Strategic Plan are successfully realised

*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.*

### **Principal Accountabilities:**

The role is line managed by the CEO and line manages all staff in the school.

### **Safeguarding**

Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services
- Operating clear whistleblowing procedures
- Appropriately sharing information, with other professionals both within and external to the Trust
- Assigning a designated professional lead for safeguarding / take responsibility as the designated professional lead for Safeguarding
- Complying with safer recruitment practices

- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
- Establishing, operating and monitoring clear policies for dealing with allegations against people who work with children.

### **Qualities and Knowledge**

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve
- Demonstrate positive personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, Academy Committee representatives, all SECAT staff and pupils, the Trust Board, and members of the local community
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own expertise and skills, and that of those around them
- Sustain wide, current knowledge and understanding of education and schools'/academies' systems locally, nationally and globally, and pursue continuous professional development
- Work with political and financial astuteness, within a clear set of principles centred on the school's and the Trusts' vision, ably translating local and national policy into the school's context
- Communicate compellingly the school's and SECAT's vision and drive the strategic leadership, empowering all pupils and staff to excel
- Have a good understanding of the role of Ofsted and the recent changes within the Inspection Framework.

### **Pupils and Staff**

- Set ambitious standards for all pupils, overcoming disadvantage, and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- Identify emerging talents/expertise, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning within the Trust
- Hold all staff to account for their professional conduct and practice.
- Lead on the school's commitment to staff and pupil wellbeing including facilitating working groups and meetings.
- Lead and manage the staff with a proper regard for their wellbeing and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

### **Systems and Processes**

- Ensure that the school's and Trust's systems, organisation and processes are well-considered, efficient, and fit for purpose, upholding the principles of transparency, integrity, and probity
- Provide a safe, calm, and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society

- Support our rigorous, fair, and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice
- Welcome strong governance and actively support the school to understand its role and deliver its functions effectively as a part of the Trust.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of the school's approved budget and resources, in the best interests of pupils' achievements and the school's/ Trust's sustainability
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making
- Consult and communicate with the CEO, Executive Team, Academy Committee, staff, pupils, parents and carers, and external agencies
- Lead, manage and be responsible for safeguarding and promoting the welfare of children.

### **The Self-Improving School System**

- Create an outward-facing School which fully collaborates with other schools both within and outside of SECAT and other organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils
- Develop effective relationships and collaborate effectively with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
- Model entrepreneurial and innovative approaches to school improvement, leadership, and governance, confident of the vital contribution of internal and external accountability
- Inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in young people's lives and to promote the value of education
- Participate in arrangements for own further training and professional development and appraisal and review of own performance.

**An enhanced Disclosure and Barring Service Certificate is required for this post prior to commencement.**

**HEADTEACHER**  
**PERSON SPECIFICATION**

This should be read in conjunction with the Job Description.

The Person Specification sets out the elements of the Headteacher role the Trust deems important for this post.

**Key: A = Application; I = Interview; R = References**

Requirement	Essential	Desirable	
<b>Qualification</b>	<ul style="list-style-type: none"> <li>• If NPQH is not held, alternative suitable academic and professional qualifications. For example, M. Ed,</li> <li>• Evidence of continuing professional development</li> <li>• Qualified Teacher status</li> </ul>	<ul style="list-style-type: none"> <li>• NPQH</li> </ul>	<b>A</b>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience across the primary age range</li> <li>• Good knowledge and understanding of the importance of the early years' curriculum</li> <li>• Understanding of current SEND procedures and practice</li> <li>• Evidence of successful classroom teaching</li> <li>• Evidence of substantial, sustained and impactful experience as a Headteacher or member of SLT</li> <li>• Competent ICT skills and knowledge</li> <li>• A good understanding of the role of Ofsted and the recent</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison with external agencies</li> <li>• Experience of working within a MAT</li> <li>• Experience of Nursery provision</li> </ul>	<b>A, I &amp; R</b>

	changes within the Inspection Framework		
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• Clear understanding of the strategic role Headteachers play within a successful MAT</li> <li>• Experience of influencing strategic planning within senior leadership</li> <li>• Understanding of and ability to look at the 'bigger picture'</li> <li>• Ability to initiate and manage change sensitively in pursuit of strategic objectives</li> <li>• A clear vision of excellence in education</li> <li>• Evidence of ability to raise educational standards and a commitment to high standards of achievement</li> <li>• Understanding of improvement planning and effective financial management</li> <li>• Understanding of the strategic role of the Academy Committee and ability to work effectively with the representatives who make up this committee</li> <li>• Ability to delegate, monitor and effectively evaluate information in a variety of forms</li> <li>• Evidence of good working relationships with parents and the wider school community</li> <li>• Experience and successful use of Performance Management of both teaching and support staff to support improvement</li> <li>• Commitment to the continuing professional development of all staff</li> <li>• Ability to lead by example and inspire pupils and staff to achieve positive results</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of managing projects and liaising with colleagues who are responsible for finance and premises issues</li> </ul>	<b>A, I &amp; R</b>

	<ul style="list-style-type: none"> <li>• Experience of leading the safeguarding of young people and an up to date knowledge of Child Protection procedures</li> <li>• Knowledge of current Health and Safety Regulations</li> </ul>		
<b>Knowledge and Skills/Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Clear understanding of what is effective and adaptive teaching and how this positively impacts the learning of pupils from diverse backgrounds</li> <li>• A high regard for the personal achievement of every child emotionally and academically</li> <li>• Ability to demonstrate knowledge of current curricular and educational issues/relevant legislation</li> <li>• Clear knowledge and understanding of assessment and monitoring procedures and ability to implement these</li> <li>• Commitment to inclusion and equality of access to educational provision for all children</li> <li>• A good understanding of consistent approaches to behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative and creative approach to teaching and learning</li> </ul>	<b>A, I &amp; R</b>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Someone who thinks 'outside of the box'</li> <li>• Strong interpersonal and communication skills displaying confidence and transparency</li> <li>• Clarity of thinking enabling effective decision-making</li> <li>• Desire to promote respect between pupils, staff, parents, Academy Committee Representatives, and all Trust staff</li> </ul>		<b>A, I &amp; R</b>

	<ul style="list-style-type: none"><li>• Has high expectations of both self and others</li><li>• A well-organised person, able to manage time effectively, to prioritise and to meet school, Trust, and external deadlines</li><li>• Ability to recognise staff strengths and delegate accordingly</li><li>• Ability to build, support and work as part of a high performing team</li><li>• A sense of humour</li></ul>		
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