

HEADTEACHER JOB DESCRIPTION



St Catherine's Catholic Primary School

Introduction

The school has been designated by the Secretary of State as a school with a religious character. Its instrument of government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with canon law, the teachings of the Catholic Church and the trust deed of the Diocese of Arundel and Brighton. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ. The post therefore requires a practising Catholic who can show by example and from experience that he/she/they/ will ensure that the school is distinctively Catholic in all its aspects.

This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. It is subject to the current conditions of service for headteachers contained in the *School Teachers' Pay and Conditions* document and other current education and employment legislation. In carrying out his/her/their duties the headteacher shall consult, when appropriate: the governors, the Diocese, the local authority, the staff of the school, the parents of its pupils, the parish(es) served by the school and other local Catholic schools, particularly if collaboration or federation is being developed.

This job description is based on the key areas identified in the *National Standards for Headteachers* published by the Department for Education (Oct' 2020).

The governors and the diocese acknowledge the importance of the role of the Catholic headteacher and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

The governors and the diocese are committed to safeguarding and promoting the welfare of children and young people and vulnerable adults and the headteacher must ensure that the highest priority is given to following the guidance and regulations to safeguard them. The successful candidate will be required to undergo an enhanced check for regulated activity from the Disclosure and Barring Service. The headteacher will also be the designated lead professional on matters of safeguarding and child protection.

The core purpose of the headteacher is to set and implement the strategic direction of the school and to provide professional leadership and management to drive achievement of high standards in all areas of the school's¹ work, particularly in ensuring the provision of sustainable outstanding education through the preservation and development of its Catholic character.

The school's objectives relate to the provision of Catholic education and the school is part of the Catholic Church and, as such, is to be conducted as a Catholic school in accordance with canon law, the teachings of the Catholic Church and the trust deed of the Diocese of Arundel and Brighton **Therefore, the post of headteacher must be filled by a practising Catholic who can show, by example and from experience, that he/she/they will ensure that the school is distinctively Catholic in all aspects.**

School Culture

1. Hold and articulate clear values and moral purpose, which take account of the educational mission of the Church focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour which stems from Christ's vision for humanity. Promotes positive relationships and attitudes towards their pupils, staff, parents, the governors, and members of the local community recognising their individual worth as made in the image and likeness of God.
3. Inspired by Christ, able to lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
4. Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
5. Work with political and financial astuteness, within a clear set of principles influenced by the Gospel message and Church teaching, centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.
7. Ensure a culture of high staff professionalism.
8. Hold all staff to account for their professional conduct and practice, emphasising the distinctive nature of Catholic Education.
9. Create a culture where pupils experience a positive and enriching school life.

Teaching

1. Seek ambitious standards for all pupils, which prepare those from all backgrounds for their next phase of education and life, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes that reflect the distinctive characteristics of Catholic education.
2. 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.
3. Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
4. Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
5. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.

Curriculum and assessment

1. Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
2. Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
3. Ensure that all pupils 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.

4. Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.
5. Ensure effective use is made of formative assessment.

Behaviour

1. Provide a safe, calm and well-ordered and inclusive environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider community to promote Gospel values which unite society in a commitment to social justice and the common good.
2. Promote and model positive and respectful relationships across the school community.
3. Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
4. Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
5. Implement consistent, fair and respectful approaches to managing behaviour.
6. Ensure that adults within the school model and teach good behaviour through their example and routed in gospel values.
7. Create a culture where pupils experience a positive and enriching school life.
8. Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.

Additional and special educational needs and disabilities

1. Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
2. Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
3. Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional need and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
4. Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

Professional development

1. Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
2. 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.
3. Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.
4. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
5. 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.
6. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

7. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
8. Shape the current and future quality of the teaching professional through high quality training and sustained professional development for all staff.

Organisational management

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity reflecting the school's Gospel values.
2. Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
3. Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
4. Ensure staff are deployed and managed well with due attention paid to workload.
5. Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
6. Ensure rigorous approaches to identifying, managing and mitigating risk.
7. Establish 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.
8. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
9. 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.
10. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

Continuous school improvement

1. 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.
2. 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.
3. Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Working in partnership

1. Create outward-facing schools which work with other schools and organisations (both within and outside of the Catholic sector) – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Inspire and influence others – within and beyond schools – to believe in the fundamental importance of Catholic education in young people's lives and to promote the value of education.
4. Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.

5. Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

Governance and accountability

1. Welcome strong governance, rooted in faithful stewardship of Gospel values, actively supporting the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
2. Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
3. Establish and sustain professional working relationship with those responsible for governance.
4. Ensure that staff know and understand their professional responsibilities and are held to account.
5. Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.