

## **Job Description**

### **Headteacher**

**Responsible to:** The Governing Body of the Academy and The Trustees of St Christopher's Multi Academy Trust

**Details of position:** Permanent position

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We follow safer recruitment procedures.

### **Key Purpose of role**

- To provide dynamic and professional leadership that enables the Academy to work in partnership with St Christopher's Trust to provide every pupil with a high quality, principled education
- To inspire, challenge, motivate and empower all members of the school community to contribute and carry the vision forward.
- To manage the school's resources effectively and creatively and cultivate a safe environment that secures and promotes the highest achievement of both pupils and staff.
- To promote the school in the wider community, building strong partnerships with parents and carers to support pupils' achievement and personal development

### **Key Duties**

#### **Accountabilities**

- Carry out duties in line with the conditions of employment as set out in the current Teachers' Pay and Conditions document, the National Standards of Excellence for Headteachers and the policies and procedures of the Trust's Governing Body

#### **Strategic Direction and Shaping the Future**

- Work with the Local Governing Body and other key stakeholders to ensure the vision for the school is clearly articulated, shared and acted upon effectively by all
- Work within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement
- Demonstrate the vision and values in everyday working practice
- Motivate and work with others to create a collaborative culture and positive environment
- Ensures that strategic planning takes account of the diversity, values and experience of the school and community at large
- Alongside the Local Governing Body formulate, implement, monitor and evaluate policy and practice.
- Maintain a keen awareness of developments in education, teaching and learning to ensure that the school is able to meet current and future requirements and resources are secured

#### **Leading Learning and Teaching**

- Ensure a consistent and continuous school-wide focus on pupil's achievement, using data and benchmarks to monitor the progress of every child's learning
- Ensure that the curriculum is regularly reviewed, evaluated and updated, taking account of local and national initiatives, policies and statutes
- Ensure that learning is at the centre of strategic planning and resource management

- Establish creative, responsive and effective approaches to learning and teaching
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- Demonstrates and articulate high expectations and set challenging targets for the whole school community
- Implement strategies which secure high standards of behaviour and attendance
- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework
- Monitor, evaluate and review classroom practice and promotes improvement strategies
- Develop middle and senior leaders to support school improvement and develop a sustainable school
- Challenge underperformance at all levels and ensures effective corrective action and follow up is undertaken in line with Trust policy
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
- Communicate and work closely with families directly and via the staff team to ensure that learning is supported at home.

### **Developing Self and Working with others**

- Take responsibility for own personal development by participating positively in the Headteacher performance appraisal process.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- Build a collaborative learning culture within the school and actively engage with other schools in the Trust and beyond to build effective learning communities
- Manages personal workload and that of others to allow an appropriate work/life balance
- Review annually the professional development of all staff at the school and report progress, actions, and recommendations to the governing body

### **Managing the Organisation**

- Work with the Trust and local governors to maintain an organisational structure that reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- Produce and implement clear, impact-focussed, evidence-based improvement plans and policies for the development of the school and its facilities
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals
- Recruit, retain and deploy staff appropriately Work with the Trust and local governors to ensure that the school operates efficient and effective financial and administrative procedures, setting appropriate priorities for expenditure, allocating funds and ensuring effective financial control, in accordance with the requirements laid down by the Trust
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations

### **Securing Accountability**

- Fulfil commitments arising from contractual accountability to the Trust
- Develop a school ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes

- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Work with the Local Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including parents and carers

### **Strengthening Community**

- Build a school culture and curriculum that takes account of the richness and diversity of the school community
- Ensure learning experiences for pupils are linked into and integrated with the wider community and that there are a range of community-based learning experiences
- Actively engage with Trust, with other schools within and beyond the Trust, and with educational partnerships to support joint learning, share best practice, and extend available resources and training
- Create and promote positive strategies to promote single equality and challenge any prejudice
- Collaborates with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils
- Creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich its value to the wider community and vice versa

### **Safeguarding**

- Responsible for promoting the welfare of all children and young people
- Keep up to date with all areas of Safeguarding responsibilities across the school
- Co-operate and work with relevant agencies to protect children
- Create an organisational culture which prioritises and monitors the safeguarding of children and young people
- Ensure all paperwork is kept up to date and secure

This list is not exhaustive and may require additional work commensurate with the post

**This job description may be amended at any time after discussion with the Governing Body and Trust**

# Headteacher Standards 2020

These standards replace the national standards of excellence for headteachers 2015.

## Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour.

Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities, and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

## Section 2: Headteachers' standards

### 1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils 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

## **2. Teaching**

Headteachers:

- 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
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

## **3. Curriculum and assessment**

Headteachers:

- 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 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
- ensure valid, reliable, and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

## **4. Behaviour**

Headteachers:

- 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
- 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 behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

## **5. Additional and special educational needs and disabilities**

Headteachers:

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

## **6. Professional development**

Headteachers:

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

## **7. Organisational management**

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding[footnote 11], as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds
- 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

## **8. Continuous school improvement**

Headteachers:

- 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

## **9. Working in partnership**

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community
- commit their school to work successfully with other schools 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 pupils

## **10. Governance and accountability**

Headteachers:

- 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