

Headteacher - Job Description

Post Title:	Headteacher
Salary/Grade:	Within the range L8-21
<p>The post holder will be committed to the role of headteacher of the school. This will entail managing time and have significant profile in the school in order to carry out the duties outlined in this job description which are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Vine Trust Board, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.</p>	
Character of the School:	<p>As the Headteacher of a Church of England School that is part of the Vine Schools Trust you are required to have regard to their Christian character and historic Foundation and to undertake not to do anything in any way contrary to the interests of the Foundation or Trust. To pursue the vision and values of the Vine Schools Trust and the Church of England Vision for Education as developed and maintained in each school community which will aim to be “deeply Christian, serving the common good”. You are required to provide religious education in accordance with the doctrines of the Church of England and the Trust Deed of the School. You are required to take lead and take part in regular acts of collective worship of a broadly, mainly Christian character.</p>
Responsible for:	<p>To be responsible for the professional leadership and management of the school. This will promote a secure foundation from which to achieve high standards in all areas of the school’s work. To gain this success he or she must establish high quality education by effectively managing teaching and learning. He or she must establish a culture that promotes excellence, equality and high expectations for all pupils to begin to experience “life in all its fullness”.</p>
Reports to:	Chief Executive Officer
Liaison with:	C.E.O., Assistant C.E.O., Chair of School Governing Body, Head of School Improvement, Regional School Improvement Lead, Vine Central Teams and External Agencies
Purpose:	<p>The Headteacher, who is accountable to the Vine Trust Board through its Scheme of Delegation, will ensure the school has a Christian ethos, provide vision and leadership for the school, ensuring that it is managed and organised to meet its aims and targets.</p> <p>The Headteacher will be committed to safeguarding and the welfare of all pupils, in a nurturing and inclusive environment, where discipline and good behaviour underpin the schools’ vision for pupils to participate, learn, enjoy and achieve.</p> <p>The post holder will be an inspirational and dynamic leader with the vision, drive and passion to build upon both school’s strengths and</p>

	<p>high expectations and lead the school to the next phase of development. In order to achieve this purpose, seven key areas of responsibility have been identified (see below for detail):</p>
<p>Key Areas of Responsibility:</p>	<ol style="list-style-type: none"> 1. Leadership in shaping the future 2. Leading learning and teaching 3. Developing self and working with others 4. Leading and managing 5. Securing accountability 6. Strengthening community 7. Safeguarding
<p>Duties</p>	<p>Leadership in Shaping the Future The Headteacher, working with the Vine Trust Board, Local Schools Board, staff, pupils and parents, is expected to draw on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community. The vision should explore Gospel values, core educational values and moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.</p> <ul style="list-style-type: none"> ○ To ensure that the RE programme is given full regard both in terms of classroom religious education and the overall programme of the school. ○ To lead by example, providing inspiration and motivation for pupils, staff, governors and parents, demonstrating the vision and values in everyday work and practice in order to create a shared culture and positive climate. ○ To work within the school community to translate the vision into agreed objectives and operational plans which promote and sustain school improvement. ○ To assist in creating and implementing a strategic plan, underpinned by sound financial planning, which aims for school improvement by identifying priorities and targets for ensuring that pupils achieve high standards and make good progress. ○ To develop and maintain the educational partnership currently existing between the school and parents, Local Schools Board, CEO of and Vine Schools Trust, the local Church, the LA, the local community and other agencies including the health authority and social services. <p>Leading Learning and Teaching In a Church of England school, the search for excellence is expressed in learning and teaching, which responds to the needs and aspirations of its pupils and acknowledges their individual worth as children of</p>

	<p>God. The headteacher, supported by the Vine Trust Board and Local Schools Board, has a central responsibility for raising ensuring the quality of teaching and learning and pupil achievement. This implies enabling pupils to achieve their God-given potential, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.</p> <ul style="list-style-type: none"> ○ To create and maintain an environment which promotes and secures creative, responsive and effective approaches to learning and teaching, high expectations, high standards of achievement and good behaviour. ○ To determine, organise and provide equal access to a diverse, flexible and relevant curriculum which values and challenges all children, including those with Special Educational Needs and English as an additional language, and to ensure that appropriate provision is made for the more able pupils. ○ To establish and maintain effective systems of planning, assessment for learning, recording and reporting, using data and national benchmarks to monitor progress in every child's learning. ○ To monitor and evaluate curricular provision, regularly review classroom practice and the achievement of all pupils in order to set and meet challenging, realistic targets for improvement. ○ To manage regular reviews of all aspects of the curriculum, to initiate and encourage new and effective ideas, taking a strategic role in the development of emerging technologies to enhance and extend the learning experience of all pupils. ○ To encourage curriculum links through learning networks with other schools in the Vine Schools Trust and beyond. ○ To cooperatively work with the local secondary school(s). <p>Developing Self and Working with Others To establish effective relationships and communication in order to build a professional learning community, enabling others to achieve within their roles.</p> <p>In a Church of England school, the role of Headteacher is one of leadership of a learning community rooted in faith. The Headteacher's leadership should take Christ as its inspiration. The Headteacher's management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God. The Headteacher must manage themselves and their relationships well and will build a professional learning community, which enables others to achieve their potential as a child of God. Through performance management and effective continuing professional development practice, the Headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and range of leadership skills and actions required of them,</p>
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	<p>the Headteacher should be committed to their own continuing professional development.</p> <ul style="list-style-type: none"> ○ To give a clear lead to all staff in the development and the continuing formation of the school's Church of England identity. ○ To create a positive and collaborative learning culture within the school by treating people fairly, equitably and with dignity and respect. ○ To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring that there is a clear delegation of tasks and devolution of responsibilities. ○ To implement and sustain systems for the effective management of all staff performance, incorporating targets for future development. ○ To motivate and enable teachers and support staff to develop expertise in their respective roles through a wide range of high-quality induction and continuing professional development opportunities in the context of the school's agreed improvement priorities. ○ To positively engage with the Trust representative and Chair of the Local Board in the headteacher performance management process, and regularly review own practice, set personal targets and take responsibility for own personal development. ○ To manage own workload and that of others to allow for an appropriate work/life balance. ○ To comply with individual responsibilities, in accordance with the role, for health and safety in the workplace. ○ Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy. <p>Leading and Managing</p> <p>To provide effective organisation, leadership and management of the school in order to maintain an efficient, effective and safe learning environment:</p> <ul style="list-style-type: none"> ○ To create an organisational structure which reflects the school's values, enabling the management systems, structures and processes to work effectively in line with legal requirements. ○ To produce clear, evidence-based improvement plans and policies for the development of the school and its facilities. ○ To work with the Local Schools Board members, the Senior Leadership Team and senior colleagues to recruit, retain and deploy staff appropriately, managing their workload to achieve the vision and goals of the schools. ○ To manage and organise the accommodation effectively and efficiently to ensure that it meets the needs of the curriculum and health and safety regulations. ○ To promote an attractive environment which stimulates learning and enhances the appearance of the school. ○ To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of
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	<p>education, improve pupils' achievements, ensure efficiency and secure value for money.</p> <ul style="list-style-type: none"> ○ To act as Senior Information Risk Owner SIRO for GDPR. <p>Securing Accountability The school is accountable for ensuring that pupils enjoy and benefit from a high-quality education, promoting collective responsibility within each whole school community.</p> <ul style="list-style-type: none"> ○ Provide information, objective advice and support to the Local Schools Board to enable it to meet its responsibilities for monitoring and securing school improvement and standards of achievement and for achieving efficiency and value for money. ○ To create and develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for the outcomes. ○ To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to regular review and evaluation. ○ To present regular, coherent and accurate accounts of the school's performance in a form appropriate to a range of audiences, including the Local Schools Board, the Vine Schools Trust CEO and School Improvement Leads, the local community, OFSTED, SIAMS and others, to enable them to play their part effectively. ○ To reflect on personal contribution to school achievement and take account of feedback from others. <p>To ensure that parents/carers and pupils are well informed about the curriculum, the attainment and the progress of pupils. Further, that parents/carers are able to understand realistic and challenging targets for improvements and how they might make a contribution toward achieving them.</p> <p>Strengthening Community To work collaboratively, at both strategic and operational levels with all connected with both school communities, for the well-being of all children.</p> <ul style="list-style-type: none"> ○ To recognise that the school is part of the Church locally and seek to promote the partnership between the parish, home, Vine Schools Trust, Diocese of Chelmsford and each school. ○ To promote and support the positive benefits of living within a culturally and ethnically diverse society, building a school culture and curriculum that takes account of the richness and diversity of the school's communities. ○ To create and promote positive strategies for challenging racial and other prejudice and dealing with bullying and racial harassment. ○ To ensure that learning experiences for pupils are linked into opportunities provided in the wider community. ○ To create and maintain a positive and effective relationship linking home and school in a supportive, working partnership to
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	<p>encourage and improve pupils' achievement and personal development.</p> <ul style="list-style-type: none"> ○ To seek opportunities to invite parents and carers, community figures, businesses and other organisations into school to enhance and enrich the school and its value to the wider community. <p>Safeguarding</p> <p>The Vine Schools Trust is committed to safeguarding and promoting the welfare of children and young persons at all times. The Headteacher will be responsible for promoting and safeguarding the welfare of all children for whom he/she is responsible, or with whom he/she comes into contact, in accordance with the Safeguarding policies.</p> <p>The Headteacher will undergo designated person child protection training and be responsible for child protection and safeguarding and become the safeguarding and child protection lead for the school.</p>
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Headteacher - Person Specification

Requirement	Essential	Desirable
Qualification	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of continuing professional development 	<ul style="list-style-type: none"> • NPQH or working towards • NPQEL or working towards
Experience	<ul style="list-style-type: none"> • Relevant senior leadership and management experience. • Evidence of improving teaching and learning and raising achievement for all pupils including those with special educational needs. • Experience of monitoring and evaluating teaching and learning across year groups. 	<ul style="list-style-type: none"> • Experience as Headteacher, Assistant or Deputy Head • Experience of teaching across the whole primary sector • Experience of successful change management including changing cultures and expectations. • Experience of working within a Multi Academy Trust • Experience of working effectively with school governance. • Experience of working in a Church School context
Leadership and Management	<ul style="list-style-type: none"> • Proven leadership and management skills • A clear vision of excellence in primary education • Their vision of the school as a community, where every child receives an education suited to their needs and enables them to reach their full potential • A proven ability to raise educational standards and a commitment to high standards of achievement • An understanding of school improvement planning and subsequent budget planning • An understanding of the strategic role of local governance and ability to work 	<ul style="list-style-type: none"> • Leading acts of collective worship in school and Church settings. • Prior involvement with SEF and SDP • Experience of project management and dealing with finance and premises issues • Experience of Performance Management of both teaching and support staff • Experience of working with and supporting the leadership of a Multi Academy Trust

	<p>effectively with members of a local governance board.</p> <ul style="list-style-type: none"> • The ability to delegate, monitor and evaluate information • Commitment to the continuing professional development of all staff • The ability to lead by example and inspire others to achieve positive results • A commitment to the protection and safeguarding of young people • An up to date knowledge of Child Protection procedures 	
Communication Skills	<ul style="list-style-type: none"> • Consult, actively listen, negotiate and influence. • Communicate effectively through a variety of media, inspiring confidence and sharing commitment • Promote a positive image of the school in the community • Evidence of good working relationships with parents and the wider school community 	<ul style="list-style-type: none"> • Work in partnership with other education professionals within the Vine Schools Trust and through other school groups/networks etc. • Develop high level networking skills
Knowledge and Skills/Teaching and Learning	<ul style="list-style-type: none"> • The ability to demonstrate knowledge of current curricular and educational issues/relevant legislation • A clear knowledge and understanding of assessment and monitoring procedures and ability to implement these • A commitment to inclusion and equality of access to educational provision for all children • An understanding of consistent approaches to behaviour management • Clear understanding of what is effective teaching and learning • A high regard for the personal achievement of each child 	<ul style="list-style-type: none"> • Innovative and creative approach to teaching and learning
Personal Qualities	<ul style="list-style-type: none"> • In sympathy with and actively supportive of the Christian 	

	<p>foundation of the Vine Schools Trust and both schools</p> <ul style="list-style-type: none"> • Strong interpersonal and communication skills • Have an adaptable and flexible approach • Have a desire to promote respect between children, staff, parents and governors • Be well organised person able to manage time effectively, to delegate, to prioritise and to meet deadlines • Remain positive whilst under pressure • Be able to recognise and utilise staff strengths • Be able to build, support, motivate and work as part of a high performing team • Have the ability to inspire children • Be approachable and sensitive and maintain integrity when dealing with others 	
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Recruitment and Selection Policy Statement

1. The Diocese of Chelmsford Vine Schools Trust is committed to:
 - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
 - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
 - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Trust Board recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race(which includes colour, nationality and ethnic origin), religion or belief.

3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.

4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will

monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.

5. The following pre-employment checks will be required:

- receipt of satisfactory references
- verification of identity
- a satisfactory DBS disclosure if undertaking Regulated Activity
- verification that you are not barred from working with Children
 - verification that you are not prohibited from teaching
 - verification of medical fitness for the particular role
- verification of qualifications and of professional status where required e.g. QTS status
- the production of evidence of the right to work in the UK
- verification of successful completion of/exemption from statutory induction period
- verification that you are not subject to a section 128 direction preventing you from holding a management position within a school
- a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a valid disqualification waiver from Ofsted

NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the DfE requirements.

7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all preferred candidates will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police) prior to their offer of employment being confirmed. When making a recruitment decision Trust will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Vine Trust Board is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case by case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information eg was it a caution or a conviction.
- How long ago the incident(s) occurred and whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

The Vine Trust Board operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information

8. The academy processes personal data collected during the recruitment process in accordance with its data protection policy. Data collected as part of recruitment



process is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the school's retention schedule.

A copy of our Recruitment Procedure is available upon request.