



Southwark Diocesan
Board of Education
Multi-Academy Trust

JOB DESCRIPTION

JOB TITLE: HEADTEACHER

LOCATION: ST STEPHEN'S CofE PRIMARY SCHOOL, SE8

The job description should be read alongside the range of duties and responsibilities of Headteachers as set out in the current Teachers' Pay and Conditions Document.

Role Purpose

The Headteacher will provide strategic and operational leadership to ensure high standards of achievement, inclusion, and wellbeing for all pupils. They will lead a culture of continuous improvement, underpinned by the school's Christian ethos and a commitment to excellence in teaching and learning.

In collaboration with the SDBE Multi-Academy Trust, Governing Body, Diocese, Local Authority, staff, parents, St Stephen's parish church, and the wider community, the Headteacher will strengthen partnerships, promote innovation, and secure sustained improvements in pupil outcomes.

As the school becomes established within the SDBE Multi-Academy Trust, the Headteacher will play a key role in shaping its direction, ensuring long-term success and alignment with Trust values and strategic goals.

This role requires vision, resilience, and a strong commitment to the success of every student.

1 Vision and values for the School

- Develop and implement a strategic vision with clear priorities and timelines, reviewed annually for progress against defined milestones.
- Create and communicate a shared vision informed by self-evaluation, ensuring that all stakeholders are engaged, and the vision reflects high-quality learning at its core.
- Embed the School's Christian ethos and values in all aspects of school life, evaluated through stakeholder feedback and evidence of inclusive practice.

2 Inspirational Leadership

- Foster a culture of trust and accountability, ensuring that all staff have clear objectives aligned to school priorities, reviewed through the performance management cycle.
- Model effective leadership behaviours that promote a culture of high expectations and continuous improvement, as reflected in staff feedback and student outcomes.
- Build leadership capacity across the school through targeted professional development and mentoring, with progress tracked through leadership performance reviews.

- Maintain a professional learning environment where all staff access annual CPD and underperformance is addressed through structured support.
- Lead and coordinate whole school worship and major events, ensuring participation and alignment with the school's ethos.
- Engage in ongoing professional development, setting and reviewing personal development targets annually.

3 Excellence in the School's Teaching and Learning

- Ensure the delivery of high-quality, engaging learning experiences, assessed through lesson observations and student progress data.
- Use student performance data to monitor outcomes and guide interventions, reviewed termly to ensure progress and appropriate support for staff development.
- Implement a curriculum that challenges and supports all students, aiming for sustained improvement in attainment and progress measures.
- Reduce gaps in achievement between different student groups, using termly tracking to guide targeted support.
- Maintain a whole-school focus on achievement, using data to monitor pupil progress and inform school improvement priorities.
- Plan for inspections and evaluations, ensuring that school self-review processes are thorough and lead to actionable improvements.
- Provide for diverse learner needs, including compliance with SEND and Equalities legislation, with individual plans reviewed regularly.
- Offer a broad extra-curricular programme, ensuring access and participation is monitored to support spiritual, moral, social and cultural development.
- Work with other schools and partners to share and adopt effective practices, contributing to improved outcomes across all areas.

4 Building Partnership and Collaboration

- Engage with all stakeholders through structured communication and regular feedback, ensuring inclusive participation in school development.
- Strengthen partnerships with the SDBE Multi-Academy Trust and wider educational networks to support shared goals and improvement.
- To maintain and develop the existing relationship with St Stephen's Parish church through regular visits and collaborative working in the community.
- Promote the school through strategic community links and communication channels to enhance its profile and engagement.
- Maintain strong parent/carer relationships, with regular opportunities for involvement and feedback to support student success.
- Support the Governing Body to fulfil its role effectively, through regular briefings, training, and access to school performance data.

5 Ensuring Operational Management

- Ensure effective systems and procedures are in place to support the day-to-day running of the school, reviewed annually for efficiency and compliance.
- Maintain up-to-date policies and procedures, ensuring they are communicated clearly and implemented consistently.
- Ensure compliant safeguarding practices are in place across the school through regular audits and staff training.
- Models good strategies of self-care, shares this with others and promotes a safe and healthy environment for pupils and staff, monitored through health and safety reviews and wellbeing surveys.

- Uphold equalities and inclusion legislation, responding to issues of discrimination and ensuring legal compliance through ongoing monitoring and staff training.

6 Budget and Financial Management

- Oversee the school budget, ensuring resources are used efficiently and in line with strategic priorities, reviewed in monthly financial reports.
- Identify and implement cost efficiencies, reallocating savings to support priority areas in the school improvement plan.
- Maximise income opportunities through lettings, grants, and fundraising, aiming to increase revenue in a sustainable and manageable way.
- Support strategic investment in school resources and infrastructure, based on needs identified in development planning.

Ethos: In all relationships, particularly when initiating or brokering actions and solutions, all Trust staff members should be mindful of the importance of Christian values and pastoral care within a performative context.

Confidentiality: Treat all information acquired through employment, both formally and informally, in confidence.

Equalities: The SDBE has a strong commitment to achieving equality of opportunity in its schools and in the employment of people. The post will ensure that the MAT meets its statutory obligations in relation to all aspects of equalities legislation.

Health and Safety: Be responsible for own Health & Safety, as well as that of colleagues, service users and the public.



Person Specification – Headteacher

This specification outlines the qualifications, skills, experience, and personal attributes required for the Headteacher role, using three levels of proficiency:

- Fundamental (F) – essential for all applicants to demonstrate.
- Proficient (P) – indicates capability to lead key areas effectively.
- Expert (E) – shows deep impact and leadership at a whole-school or wider-system level.

Qualifications

<i>Criteria</i>	<i>Level</i>
Qualified Teacher Status (<i>Core requirement</i>)	F
Experience of senior leadership in a primary school (Headteacher, Deputy, or Assistant Head) (<i>Core requirement</i>)	F
NPQH, MBA or other management qualification.	P

1 Vision and Values for the School

A practicing Christian, or strongly sympathetic to the Christian faith, who can lead collective worship and embody the school's Christian identity	F
Understands Church of England ethos and school governance frameworks	F
Evidence of CPD focused on leadership and Christian character development	P
Understands and applies ethical leadership aligned with Christian values, equity, and inclusion	P
Shapes and implements a distinctively Christian vision that underpins the school's culture	P
Leads with moral purpose, influencing Christian vision and values at local or system-wide level	E
Creates and communicates a shared vision that motivates and unites the school community	E

2 Inspirational Leadership

<i>Criteria</i>	<i>Level</i>
Demonstrates resilience, self-motivation, and role-model behaviour	F
Uses self-reflection to drive improvement and personal growth	P
Empowers staff through coaching, clear delegation, and recognition	P
Establishes a high-performance culture with high expectations and accountability	E
Leads with integrity, building trust and managing relationships with emotional intelligence	E
Shapes whole-school ethos and improvement by aligning staff with the school's Christian mission	E

3 Excellence in Teaching and Learning

Criteria	Level
Demonstrates excellence as a primary classroom practitioner	F
Understands EYFS and primary curriculum, inclusion, and assessment principles	F
Applies deep knowledge of curriculum design, assessment, and inclusive teaching	P
Knowledge of statutory and SEND frameworks and effective provision for diverse needs	P
Uses data and self-evaluation rigorously to identify priorities and improve pupil outcomes	E
Leads and embeds evidence-based teaching and professional development	E
Promotes research-led innovation to raise standards and close attainment gaps	E

4 Building Partnership and Collaboration

Criteria	Level
Builds effective relationships with pupils, staff, parents/carers, and the parish of St Stephen's	F
Communicates with clarity and confidence in diverse contexts	P
Works constructively with governors, MAT, diocese, and local authority partners	P
Listens with empathy, appreciates diverse perspectives, and responds constructively	P
Develops strategic partnerships and collaborations that improve outcomes	E
Positions the school as a hub of Christian community engagement and social action	E

5 Operational Management

Criteria	Level
Understands safeguarding responsibilities and promotes a safe, inclusive culture	F
Understands school systems, operations, and statutory requirements	F
Uses ICT effectively for school leadership and communication with all stakeholders	F
Upholds high standards of pastoral care and emotional wellbeing for pupils and staff	P
Designs and leads effective SEND, safeguarding, and wellbeing strategies	P
Leads performance management and staff development processes	P
Implements effective structures to deliver continuous improvement	P
Leads on MAT-wide or LA-wide safeguarding and inclusion priorities	E
Shapes inclusive values and practices aligned with Christian compassion and dignity	E
Leads complex change management with clarity and purpose	E
Develops robust improvement plans using inspection outcomes and data	E

6 Budget and Financial Management

Criteria	Level
Understands school funding, budgeting, and diocesan financial expectations	F
Manages budgets effectively and secures best value from resources	P
Makes evidence-based investment decisions to support strategic aims	P
Identifies funding streams, income opportunities, and ensures financial sustainability	E
Develops long-term financial strategies aligned to school improvement goals	E

The SDBE Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All appointments are subject to an enhanced Disclosure and Barring Service check.