**The Black Pear Trust Headteacher Job Description**

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| **Upper Arley Church of England Primary School** |

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| **One Community, Learning Together** |

**Employment details**

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| Job title: | Headteacher |
| Reports to (job title): | **CEO**  **School Improvement Lead** |

**Purpose of the role**

The headteacher is required to work with the LGB, other leaders within The Black Pear Trust and Worcester Diocese to ensure the best education for pupils by achieving the organisation’s aims and objectives. This role also requires the headteacher to develop and manage the curriculum, teaching and learning policies, and lead the school’s SLT, as well as following, promoting and managing the academy in accordance with statutory requirements.

**Main duties/responsibilities**

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| **Leadership** |
| Organise and implement a broad, balanced and dynamic curriculum which is built upon The Black Pear Trust curriculum and the individual school context to meet the needs of all children within the school; ensuring differentiation and reflecting the individual abilities and needs of all pupils. |
| Monitor, develop and maintain high levels of staff performance. |
| Liaise with other leaders within the MAT to secure creative, responsive and effective approaches to teaching and learning. |
| Maintain and successfully develop the Christian ethos of our school. The programme of religious education and worship, and the links with the local parish church will promote the spiritual development of the pupils. |
| To provide a clear articulation of the Christian Vision for the school and ensure that this is shared, understood and acted upon effectively by all. |
| Work closely with the governing body to ensure all children in our inclusive, church school are eager to learn, reach their full potential, and grow as emotionally intelligent young citizens. |
| Promote the ideal that this is a Christian school that welcomes children of all faiths and none |
| Develop a positive and productive relationship with the Local Authority, the Worcestershire Diocesan Board of Education, other local schools, and the local and wider community. |
| Ensure that the strategic planning considers the diversity, values and experience of the school and community at large, whilst maintaining the distinctive Church of England ethos of the school. |
| Working within the school community, including the Church, to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement. |
| Delegate professional duties to the deputy headteacher, in the event of absence. |
| Consistently monitor the school’s performance in key areas, e.g. attainment, to ensure problem areas are addressed quickly. |
| Develop pupils’ academic, moral, social, emotional and cultural welfare. |
| Ensure that effective learning is at the centre of all strategic planning and resource management. |
| Develop a safe and productive learning environment that is engaging for all pupils. |
| Prioritise and ensure a consistent, school-wide focus on pupils’ achievements, using data and national averages to monitor progress. |
| Promote a culture where all pupils are encouraged to be successful and engage in their own learning. |
| Implement and promote policies that ensure a high standard of behaviour and attendance. |
| Closely monitor, evaluate and review classroom practices and, based on findings, implement improved strategies. |
| Challenge and monitor under-performance at all levels, including in teaching and learning, ensuring effective intervention takes place where required. |
| Promote the MAT’s philosophy of high expectations and aspirational targets. |
| Develop and maintain a culture and ethos of challenge and support, where all pupils have the opportunity to achieve success and become engaged in their own learning. |
| **Managing the school** |
| Promote the values of The Black Pear Trust and ensure these are in line with legal requirements. |
| Produce and implement improvement plans and policies that benefit the development of the school and The Black Pear Trust |
| Implement the school’s performance management process to ensure:   * The annual performance management of all staff. * Consistently high levels of performance and commitment from all members of staff. * Appropriate CPD opportunities for all staff. |
| Challenge underperformance at all levels, taking effective corrective action. |
| Build and maintain excellent relationships with other schools in the MAT, the LGB and The Black Pear Trust central team and Trust board. |
| Review, alongside the CEO and Trust Business Officer the school’s financial outgoings on a monthly basis to maintain a financially viable academy. |
| To work with the CEO and Trust Business Officer to ensure funding is appropriately allocated through effective budgeting |
| Negotiate with providers to ensure the school secures maximum value for money in line with the Trust Finance Policy. |
| Ensure resources are monitored, reviewed and evaluated to improve the quality of education for pupils and ensure value for money. |
| Manage the school’s human resources effectively and efficiently alongside the Trust Operating Officer |
| Take responsibility for the day-to-day running of the school |
| Ensure the day to day supervision, security and maintenance of buildings and groups, including the health and safety of all people on the premises (with liaison with the Estates Site Manager) |
| To work alongside the Estates Site Manager to ensure the effective management of the school site over time, including the health and safety of all people on the premises |
| Recruit, retain and deploy staff appropriately, and manage them within the scheme of delegation. |
| Oversee the recruiting of any new academy staff, including involvement in the interview process. |
| Actively encourage staff to undertake CPD courses that benefit the individual and academy. |
| Motivate and lead teaching staff at the school |
| Adopt an ‘open door’ policy, allowing staff to express any queries or problems. |
| Hold regular staff meetings to ensure that staff are kept up-to-date with what is going on at the school. |
| Meet monthlywith the CEO or School Improvement Lead to discuss the running of the school, including what can be improved. |
| **Accountability** |
| Provide appropriate information, advice and support to the LGB and Trustees (where required), for example, by providing timely and accurate reports, helping them to meet their responsibilities. |
| Implement the decisions of The Black Pear Trust and the LGB. |
| Provide comprehensive information to The Black Pear Trust CEO, enabling them to fulfil their responsibilities. |
| Ensure parents and pupils are well informed about the curriculum, attainment and progress, and about how they can contribute to the academy’s targets for improvement. |
| Ensure the school meets all legal requirements in relation to equal opportunities legislation. |
| Ensure that the school complies with all relevant statutory requirements relating to the provision of education and, where applicable, other relevant legislation, e.g. the Data Protection Act 2018. |
| Develop and foster a culture that allows pupils and staff members to work in collaboration, share knowledge, celebrate success and accept responsibility for outcomes within the academy and The Black Pear Trust as a whole. |
| Clearly define and communicate staff accountabilities, ensuring they are understood, agreed upon and properly reviewed. |
| Collaborate with The Black Pear Trust CEO to provide Trustees, the LGB, parents and others, e.g. Ofsted, with information and accurate accounts of the academy’s performance. |
| Take responsibility for all aspects of the academy’s performance, including being held accountable to The Black Pear Trust and LGB. |
| **Curriculum** |
| In collaboration with the school’s subject leaders, develop and maintain an appropriate and inclusive curriculum, designed to reflect current educational trends, practice and research. |
| Ensure parents and pupils are well informed about the curriculum, attainment and progress. |
| Translate the curriculum into an effective academy timetable by liaising with all staff |
| Promote and support the running of extra-curricular clubs, e.g. the athletics club. |
| Develop and maintain good relationships with agencies, e.g. equipment providers, to benefit and maximise the curriculum. |
| Keep up-to-date with developments in different subject areas, e.g. science, to ensure a complete curriculum. |
| **Teaching and learning** |
| Ensure teaching and learning is highly effective across the school (where required with support of the School Improvement Lead). |
| Work with the CEO, School Improvement Lead and SLT to drive school improvement in all areas. |
| Develop and maintain a high-quality transition from pupils’ previous settings and, where necessary, ensure curriculum continuity and maximum pupil progress. |
| Ensure a consistent and continuous focus on pupils’ achievement, using systems for recording pupils’ progress, and the effective use of data and benchmarks to monitor pupils’ progress. |
| Monitor, evaluate and review classroom practice, and promote improvement strategies alongside the SLT and the trust School Improvement Lead) |
| Implement a wide range of effective monitoring strategies to maintain a consistently high level of teaching. |
| Give constructive feedback to colleagues in a way that recognises good practice and supports their progress against professional and performance management objectives, ultimately resulting in a tangible impact on pupils’ learning. |
| Ensure teaching is delivered at the highest possible standard. |
| Ensure the curriculum focusses on recent and relevant topics which engage and interest pupils. |
| **Developing self and working with others** |
| Always treating people fairly, equitably and with dignity and respect, to create and maintain a positive school culture within a Christian context. |
| Building a collaborative learning culture within the school and actively engaging with other schools to build effective learning communities. |
| Instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes. |
| Developing and maintaining effective strategies and procedures for staff induction, professional development and appraisal. |
| Acknowledging the responsibilities and celebrating the achievement of individuals and teams. |
| Developing and maintaining a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory. |
| **Safeguarding** |
| To ensure any policies and procedures adopted by the Governing Body are fully implemented and followed by all staff. |
| Sufficient resources and time are allocated to enable a designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children. |
| Ensure compliance with statutory “Keeping Children Safe in Education” requirements. |
| All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices. |
| Ensure enough safeguarding training is provided for everyone engaged with the school. |
| Managing own workload and that of others to allow appropriate work/life balance. |
| **Additional duties** |
| Work effectively, and in collaboration with, external partners and sponsors connected to The Black Pear Trust to achieve mutually-agreed objectives. |
| Co-operate and collaborate with agencies and partners to protect and safeguard children, and to provide for the wellbeing of all pupils as well as, where necessary, their parents. |
| Promote and maintain effective relationships with local, regional and national organisations, such as charities and employers. |
| Develop relationships with new members of The Black Pear Trust and be willing to provide expertise or capacity in other school settings. |
| Assist members of the local community in organising events, to ensure the school has a positive reputation within the community. |
| Develop relationships, e.g. with local charities, to secure the interests of The Black Pear Trust and ensure that they are actively promoted. |
| Proactively engage with the community and any ongoing initiatives that could benefit the academy. |
| Undertake all duties relevant to the headteacher in the scheme of delegation. |

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder’s professional responsibilities and duties, including the provision of high quality teaching and learning throughout the School and the pastoral care of the pupils.

**Person specification**

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|  | **Essential** | **Desirable** |
| **Qualifications and training** | The successful candidate will:   * + - * Have a 2:1 or above degree in a relevant subject.       * Be willing to undertake further training.       * Have QTS.       * Provide evidence of professional development relevant to the post of headteacher. | The successful candidate will have:   * A relevant postgraduate professional qualification. * Have experience as a headteacher or head of school * Have a National Professional Qualification for Headship. |
| **Knowledge and skills** | The successful candidate will be able to:   * Demonstrate a clear understanding of the curriculum across the EYFS, KS1 and 2. * Show an understanding of relevant legislation and educational developments. * Show how assessment and attainment information can be used to improve practice and raise standards. * Understand different teaching methods, and how teaching should be adapted to cater for different pupils’ needs. * Indicate how to develop and enhance the teaching practice of others. * Demonstrate effective intervention strategies to improve the quality of teaching and learning. * Demonstrate experience of working as part of a team. | The successful candidate will have:   * The ability to show how resources can be managed and deployed effectively. * First aid skills. * An understanding of the importance of parental involvement. * Previous experience working with children who have SEND. * Previous experience working with children who demonstrate challenging behaviour. * Previous experience working with children who speak EAL. * Previous experience working within an MAT. * Previous experience working in a Church of England school |
| **Personal qualities** | The successful candidate will have:   * An enhanced DBS certificate and barred list check. * A good attendance and punctuality record. * Excellent verbal and written communication skills. * Excellent time management and organisation. * High expectations of self and a dedication to maintaining professional standards. * A commitment to CPD. * Enthusiasm for effective leadership and management. * The ability to work as both part of a team and independently. * The ability to maintain successful working relationships with colleagues. * The ability to motivate others and lead their practices. * The ability to plan and resource effective interventions to meet curricular objectives. * High levels of drive, energy and integrity.   The successful candidate will be:   * Dedicated to promoting their own professional development, and that of others. * Able to promote good behaviour consistently. * Able to plan and take control of situations. * Committed to contributing to the wider community. * Capable of handling a demanding workload and successfully prioritising work. * Enthusiastic and positive. * Able to anticipate and manage their workload, and plan ahead. * Able to develop effective relationships with parents. | The successful candidate will have:   * Self-confidence. * The ability to relate well to other professionals. * A flexible approach. * A good sense of humour. * Experience of building relationships with local communities and agencies. |