



JOB PROFILE

Job Title:	Headteacher	School/Department:	Western Primary School
Salary Grade:	L22 – L26	Working Hours:	Full Time
Contract Type:	Permanent	Location:	Harrogate

Responsible to: Chair of Governors/ the Local Governing Body at Western Primary School and the CEO of Red Kite Learning Trust

Role summary:

- To provide vision, leadership, and management, ensuring continual improvement and high-quality standards in all aspects of the school.
- This is a non-teaching headship, leading a team of 71 staff, fulfilling all requirements of the National Standards of Excellence for Headteachers. We are committed to continuing to work with the School Teachers' Pay & Conditions Document and associated conditions of service.

Red Kite Learning Trust is committed to safeguarding and promoting the welfare of pupils and expects all colleagues and volunteers to share this commitment.

Special conditions of service:

No smoking policy, including e-cigarettes.

Key Responsibilities - Leading and Managing Teaching & Learning

- To set out, work towards and effectively communicate a vision of excellence for the school, which involves continuously improving the quality of teaching and learning.
- Ensure Teaching & Learning is led in accordance with the School and our Trust's vision and values.
- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and appropriate benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and be engaged in their own learning.
- Use a range of evidence, including national data and own schools' performance data, to support, monitor and evaluate and improve aspects of school life, including challenging under performance.
- Demonstrate and articulate high expectations and set challenging targets for the whole school community.
- Ensure individual staff accountabilities are clearly defined, understood, and agreed and are subject to rigorous review and evaluation in accordance with managing performance excellence.
- Develop suitable quality assurance systems including school review, self-evaluation and performance management and present a coherent, understandable, and accurate account of the school's performance to a range of audiences including governors, trustees, parents, and carers.
- Ensure a culture of professional curiosity as the Designated Safeguarding Lead (DSL) and whole school adherence to all statutory requirements, currently provided through Keeping Children Safe in Education.
- Implement strategies that secure high standards of behaviour and attendance.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Determine, organise, and implement a diverse, flexible curriculum and implement an effective assessment framework.



- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils.
- Build and develop the team to work as effectively and efficiently as possible whilst also securing the highest levels of staff engagement.
- Work as a key partner within our Trust, via the Executive Headteacher Board and other Trust and Alliance wide activities.
- Arrange for a Deputy or other suitable person to assume responsibility at any time when the Headteacher is absent from the school.
- Work closely with the Business Manager and wider Trust Finance team to manage the school's financial and human resources, ensuring effectiveness and efficiency in achieving the vision and goals of the school.
- Manage and organise the school environment efficiently and effectively to ensure it meets the needs of the curriculum and health and safety regulations.
- Support and uphold the school and Trust policies.
- Work to the Seven Principles of Public Life.

Key Responsibilities – Shaping the Future

- Work closely with the local governing body and others to ensure the school vision and strategic plan are effective and relevant to the school's development.
- Work within the school community to translate the School/Trust vision into agreed objectives and operational plans.
- Demonstrate the vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive climate.
- Ensure creativity, innovation and the use of appropriate new technologies and initiatives to achieve excellence.
- Ensure the strategic planning takes account of the diversity, values and experience of the school and its community.

Key Responsibilities – Strengthening Community

- Develop and secure trust amongst the community and all stakeholders.
- Create a wholly inclusive environment.
- Create and maintain an effective partnership with parents and carers, to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents, careers and community figures, business, or other organisations into the school to enhance and enrich the school and its value in the wider community.
- Contribute to the development of the school-led, self-improving education system through the work of our Trust and Alliance.
- Work with partners and agencies to ensure Every Child Matters.

Key Responsibilities - Developing Self and Working with Others

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks.
- Acknowledge responsibilities, celebrate achievements of individuals and teams.
- Regularly review own practice, set personal targets and take responsibility for personal development.
- Manage own workload and support others in doing the same, to provide for good levels of work/life balance.



- Create a safe learning environment where colleagues feel able to contribute to ideas and practice; a supportive rather than “blame” culture.

Red Kite Learning Trust Leadership Charter



Principles

Our leaders work to nurture ambition, deliver excellence and enrich children's lives.

In doing so they will demonstrate:

-  **Selflessness:**
Leaders will act solely in the interest of children and young people and their teams whilst ensuring their own and others wellbeing.
-  **Integrity:**
Leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
-  **Objectivity:**
Leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
-  **Accountability:**
Leaders are accountable for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
-  **Honesty:**
Leaders should expect to act and take decisions in an open, honest and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for doing so.

Behaviours

Our Leaders show leadership through the following characteristics:

-  **Trust:** Our leaders are trustworthy and reliable.
We hold trust on behalf of children, and are honest and fair in how we work with children and adults.
-  **Wisdom:** Our leaders use experience, knowledge and insight.
We hold trust on behalf of children, and are honest and fair in how we work with children and adults.
-  **Kindness:** Our leaders demonstrate fairness, respect, generosity of spirit, understanding and good temper.
We give difficult messages humanely where conflict is unavoidable and invest in our own and others wellbeing.
-  **Service:** Our leaders are conscientious and dutiful.
We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.
-  **Courage:** Our leaders work courageously in the best interests of children and young people.
We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.
-  **Optimism:** Our leaders are positive and encouraging.
Despite difficulties and pressures, we deliver on our mission to nurture ambition, deliver excellence and enrich children's lives.
-  **Collaboration:** Our leaders should exhibit professional generosity and empathy that supports powerful collaboration.
Despite difficulties and pressures, we find the time to work collaboratively because we know together we are stronger.

PEOPLE PROFILE

Aptitudes and Characteristics	Essential	Desirable
Demonstrable ability to work effectively in a wide range of partnerships.	*	
Proven ability to lead and manage significant whole school initiatives.	*	
Excellent management, motivational and communication skills.	*	
Ability to monitor and evaluate the work of others; to offer support and intervention where necessary.	*	



Ability to articulate, share and translate a vision of education within the context of a primary school.	*	
Ability to ensure effective strategic financial planning and budgetary management to achieve best value.	*	
Proven skills and experience in analysing data, developing strategic plans, setting targets and monitoring/evaluating progress to lead school improvement.	*	
Understand and discuss local and national educational trends.	*	
Understand what constitutes quality in educational provision, the characteristics of effective school development, and effective strategies for raising standards and the achievement of all pupils.	*	
Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils.	*	
Understand the characteristics of an effective learning environment and the key elements of successful behaviour and attendance management.	*	
Can collaborate and communicate with a wide range of audiences including parents, pupils, colleagues, governors, other schools and colleges.	*	
Commitment to the promotion of an inclusive school community.	*	
Ability to give and receive effective feedback and act to improve personal performance.	*	
Can challenge, influence, motivate and support others to attain high standards.	*	
Ability to develop and sustain a safe, secure and healthy school environment, ensuring an understanding of the legal issues related to managing a school.	*	
Ability to manage the school efficiently and effectively on a day-to-day basis including HR, Finance and Accommodation.	*	
Apply good practice in performance management, implementing new national standards.	*	
Apply the principles and practice of quality assurance systems including school review, self-evaluation, performance management and stakeholder and community involvement.	*	
Willingness to be flexible and work to meet the best interests of the school and our Trust.	*	
Committed to delivering the schools vision, values and policies.		
Self-motivated, resilient, and hard-working.	*	
Team worker and able to create and maintain effective working relationships.	*	
Sense of humour and optimism.	*	
An ethical leader who exercises confidentiality and a high level of emotional intelligence.	*	
High level interpersonal & communication skills.	*	



Qualifications, Knowledge and Experience	Essential	Desirable
Proven successful experience in a leadership role, e.g. Headteacher, Interim Headteacher, or Deputy Headteacher.	*	
Proven successful experience in a leadership role throughout the Primary phase.	*	
Knowledge of Early Years Foundation Stage education.	*	
An excellent classroom practitioner with the highest expectations for the welfare and progress of all pupils.	*	
Proven commitment to inclusion for all.	*	
Evidence a thorough understanding of curriculum development.	*	
Proven experience of monitoring and improving the quality of teaching and learning.	*	
Proven experience of meeting the needs of all learners; raising standards.	*	
Proven experience of developing good working relationships with all stakeholders.	*	
Have experience of strategic planning.	*	
Proven commitment to excellent and respectful behaviour from the whole academy community.	*	
Experience of leading, managing and co-ordinating staff through an effective team based approach.	*	
Experience of whole school self-evaluation and improvement strategies.	*	
Graduate with Qualified Teacher Status.	*	
Achieved NPQH.		*
Up to date knowledge in subject, national policy, pedagogy, classroom management strategies, research/inspection findings and statutory requirements.	*	
Comprehensive knowledge of performance management requirements in an educational context.	*	
Safeguarding and Promoting the Welfare of Pupils	Essential	Desirable
An appropriate motivation to work with children and young people.	*	
Ability to maintain appropriate relationships and personal boundaries with children and young people.	*	
Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline.	*	

