

JOB DESCRIPTION

The Diamond Learning Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful applicant will be subject to a criminal record check via the Disclosure and Barring Service (DBS)

HEADTEACHER

(Salary: L22 – L27 leadership scale)

CORE PURPOSE

Responsible to the CEO, the Headteacher, working with the Local Board, senior leadership team and school staff, will provide overall strategic leadership. The headteacher will be responsible for the internal organisation, day-to-day management and control of the school.

The Headteacher will:

- be responsible for ensuring the educational success of the school with the overall framework of the Multi Academy Trust as well as the individual school development plan.
- help to achieve success for all members of the school community within a culture of continuous innovation and rigorous review
- shape the school's vision, leading and promoting excellence, equality and high expectations of all children.
- assist in creating a safe and productive learning environment that is engaging and fulfilling for all pupils and staff.

The headteacher's professional duties must be carried out in accordance with and subject to:

- the provisions of all applicable legislation
- the instrument of government of the school
- any rules, regulations or policies made by the Trust

PRINCIPLE ACCOUNTABILITIES

Strategy and leadership

- maintain and articulate clear values, vision and moral purpose, focused on providing high quality education for all pupils
- demonstrate positive behaviour, relationships and attitudes towards pupils, staff, parents, governors, Trustees and the wider community
- work collaboratively with Trust schools under the leadership of the CEO

- lead by example – with integrity, creativity, resilience and clarity – drawing on own expertise and skills
- communicate the school and Trust’s vision, and drive strategic leadership, empowering all pupils and staff to excel
- secure excellent teaching and provision, through leading curriculum design, pedagogy and the systematic monitoring of teaching and learning

School culture

- establish and sustain the school/Trust’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

Teaching and learning

- 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

Curriculum and assessment

- 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

Behaviour

- 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

Additional and special educational needs and disabilities

- 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

Professional development

- 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

Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, 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

Continuous school improvement

- 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

Working in partnership

- 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

Governance and accountability

- 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

Safeguarding

Have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school.

Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- To take lead responsibility for safeguarding and child protection (including online safety) within the school
- Act as a source of support, advice and expertise for staff within the school for child protection and safeguarding.
- Raise awareness of the school's child protection policies ensuring they are understood and used appropriately.
- Ensure the school's Child Protection Policy is reviewed regularly, understood and used appropriately.
- Refer cases (or support staff making referrals)
 - of suspected abuse to the local authority children's social care
 - where there is a radicalisation concern using the Cambridgeshire Prevent strategy
- Refer cases to Disclosure and Barring Service or Police as required
- Liaise with local authority officers and other relevant agencies/parties in relation to child protection and safeguarding issues and concerns.
- Understand the unique risks associated with online safety and recognise the additional risks that children with SEN and disabilities face online.
- Liaise with staff on matters of safety and safeguarding including online and digital safety
- Ensure child protection files are transferred as appropriate in line with Keeping Children Safe in Education as amended from time to time.
- Be available for staff during school hours to discuss any safeguarding concerns in line with the school/Trust's safeguarding arrangements.
- Undergo and regularly update safeguarding training to ensure the appropriate level of knowledge and skill is maintained.
- Keep up to date with developments relevant to the role in line with Keeping Children Safe in Education (Annex B) as amended from time to time.

Other

Any other reasonable duties deemed necessary to ensure the smooth running of The Academy.

Accountable For

Leadership of all teaching and support staff, with specific performance management responsibility for members of the senior leadership team.

Accountable to

CEO and The Diamond Learning Partnership Trust.

You may be expected to perform duties of a similar or related nature to those outlined in the job description.

This job description, in consultation with you, may be changed by the CEO to reflect or anticipate changes in the job commensurate with the grade and job title.