Principal/Headteacher (hereafter referred to as Headteacher) Job Description

This job description reflects The Headteacher' Standards (2020). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including Headteachers. The Board of Trustees have approved the appointment is subject to the current conditions of employment of Headteachers contained in the School Teachers' Pay and Conditions Document (2022) and other current educational and employment legislation, including that of the Department for Education. In carrying out his/her duties, the Headteacher shall consult and work with, where appropriate, the Board of Trustees, the staff of the school, its pupils, the parents/carers of its pupils and the wider community to provide professional leadership, vision and strategic direction. The Headteacher will further develop a culture that promotes excellence, equality and high expectations for all.

The Headteacher will carry out the professional duties of a Headteacher as described in the School Teachers' Pay and Conditions Document (2022), further delineated in the aforementioned Headteacher Standards (2020) and including the responsibilities of the Principal/Accounting Officer in the Academies Trust Handbook (2022). In the context of the principles of ethical leadership it is expected that the Headteacher will model all that is expected of others and create a culture that empowers all to be the best they can be. The postholder will be expected to promote and support the ethos of the school as a learning and caring community.

Main purpose

- Lead the school based on a strong strategic vision, ethos and strategic direction developed together with the governing board and through consultation with the school community
- Ensure that high quality, inclusive education for all is at the heart of leadership
- Inspire, challenge and empower all members of the school community to play their part in achieving that vision demonstrating ambition for students and themselves
- Establish and oversee systems, processes and policies so the school can be developed and operate effectively
- Identify problems and barriers to school effectiveness, and develop and implement strategies for school improvement that are realistic, timely and suited to the school's context
- Monitor and report on progress towards achieving the school's aims and objectives with particular reference to the School Development Plan and Ofsted Action Plan
- Manage resources appropriately, effectively and innovatively in order to secure the strategic direction and best value
- Ensure a continued focus on raising standards that promote the highest achievement for both students and staff alike
- Ensure a safe and stimulating environment that safeguards the welfare of the young people and staff for whom the school is responsible
- Promote the school in the wider community and to work with others to support system wide improvement
- Encourage innovation to support successful ways of working and learning

The Headteacher should ensure that their actions:

- Are focused on learning
- Demonstrate high quality leadership
- Reflect the highest possible professional standards
- Consistently model the values, vision and ethos of the school
- Promote an open, fair and equitable culture where all are able to express their views secure   in the knowledge that their opinions are valued and respected.
- Build positive and respectful relationships across the school community
- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Serve the best interests of the school's pupils

Key aspects of the role:

1. School Culture and behaviour
- Create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Ensure mutual respect, good order and discipline amongst pupils and staff
- Sustain and further develop high expectations of behaviour, built on relationships, regulations and routines understood by staff and pupils
- Secure an environment characterised by outstanding behaviour for learning where students take pride in their school, have respect for others – both within the school and out – and respond positively to the high standards expected of them
- Ensure the pastoral system is fully resourced and supported in its focus on pupil well-being, supporting pupil achievement and each pupil's holistic development
- Ensure the induction and transition of all pupils new to the school is effective and carried out with the well-being of such pupils to the fore

2. Leading learning, teaching and assessment
- Develop and implement an innovative, an appropriate broad, structured and coherent curriculum to meet statutory requirements and that has regard to the needs, experience, interests and aptitudes of our students
- Promote a collaborative learning culture that secures outstanding progress and levels of attainment for all students
- Establish and sustain high-quality teaching across all subjects and key stages based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure learning is at the heart of all leadership decisions
- Maintain a consistent and continuous school-wide focus on pupil's achievement, using data and benchmarks to monitor progress in every pupil's learning

3. Additional and special educational needs (SEN)
- Promote a culture and practices that enable all pupils to access the curriculum by developing an inclusive and supportive approach so that the school is a place where all young people feel welcome and have their needs met
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Ensure the school fulfils its statutory duties regarding the SEND Code of Practice

4. Health, safety and safeguarding
- Promote the safety and well-being of pupils and staff
- Take ultimate responsibility for safeguarding and promoting the health, safety and welfare of pupils providing a secure and inclusive climate where all students feel safe, valued and secure
- To demonstrate commitment to safeguarding and promoting the welfare of children and young people and to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.
- Ensure the school meets all legal, safeguarding and health and safety requirements
- Lead on promoting student safety and well-being through the development and dissemination of effective policies and training such as anti-bullying, inclusivity, on-line safety and the prevention of radicalisation

5. Management of the school including staff and resources

- Lead, manage and develop the staff, including appraising and managing performance
- Develop and lead a dynamic and innovative senior leadership team
- Develop clear arrangements for linking performance management to pay progression and advising the Trustees on pay recommendations for teachers
- Organise and deploy resources astutely and effectively within the school to maximize educational progress, effective budgeting and strong contract management
- Regularly report the school's financial status to Trustees
- Promote harmonious working relationships within the school
- Ensure that relationships with organisations representing teachers and other members of the staff contribute towards students making the best possible progress; Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.
- Ensure rigorous approaches to identifying, managing and mitigating risk

6. Professional development

- Ensure training and continuing professional development for all staff members is effectively planned, delivered and evaluated
- Ensure all staff have access to appropriate, high standard continuing professional development opportunities and promote their participation in it
- Ensure that trainee and early years teachers are appropriately trained, monitored, supported and assessed in relation to the standards for QTS and induction
- Promote teamwork and motivate staff to build and operate within constructive working relationships
- Make sure continuing professional development opportunities draw on experts both within, and beyond the school
- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Keep up to date with developments in education

7. Communication

- Consult and communicate with the Board of Trustees, staff, pupils, parents and carers and the wider community as appropriate
- Develop and sustain effective relationships with the Trustees to ensure effective governance of the school
- Work with colleagues and other relevant professionals including those in feeder primary schools and post-16 providers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.

8. Governance, accountability and working in partnership

- Work with Trustees to enable them to meet their responsibilities including ensuring they are provided with sufficient information and opportunities to provide challenge
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks, such as GDPR, and meets all statutory duties
- Build on existing robust managerial and financial procedures that ensure the school can operate successfully as a business
- Secure accurate self-evaluation and robust quality assurance procedures
- Ensure the ongoing financial stability of the school through short, medium and long-term financial planning and decision-making
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils
- Be aware of the opportunities or threats afforded by joining a MAT
- Establish and maintain mechanisms for reporting to all key stakeholders at agreed intervals

9. Other
- Carry out any other such duties as the Trustees may reasonably require.
- This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee after discussion with the Board of Trustees
- The Headteacher is accountable to the Board of Trustees and reports to the Chair of Trustees

Equality of opportunity

As an employer we are committed to equal opportunities. We positively welcome your application irrespective of your gender, race, disability, colour, ethnic origin, nationality, sexual orientation, gender identity, marital status, religion, trade union activity, age and/or medical condition. Your personal details will be dealt with in accordance with our Data Protection Policy, available on our website.

Appendix 1

Headteachers' Standards 2020 – GOV.UK

Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:
- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:
- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:
- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Section 2: Headteachers' standards

1. School culture
- establish and sustain the school'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

2. Teaching
- 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

3. 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

4. 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

5. 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

6. 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

7. 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

8. 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

9. 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

10. 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

Person Specification – Principal/Headteacher

The criteria set out below will be assessed in the Application Form and supporting letter(A) and/or at Interview (I) and/or via References (R)

Qualifications	Essential	Desirable	Evidenced
Honours Degree	X		A
Qualified Teacher Status	X		A
NPQH, or working towards		X	A
Higher Degree		X	A
Evidence of significant further study	X		A

Experience and Skills	Essential	Desirable	Evidenced
Significant recent experience across 11-16 age range as a Headteacher or Deputy Headteacher	X		A I R
A proven track record of successful teaching	X		A I R
Proven understanding of current safeguarding, pastoral and SEND matters and developments	X		A I
Proven successful experience in the management of change	X		A I R
Proven track record in leading and performance managing staff	X		A I R
Experience of strategic planning and rigorous school self-evaluation alongside the use of external evaluations to develop aspects of the school	X		A I R
Financial competency and awareness, school budget management and financial strategies	X		A I
Demonstrable experience of successful line management and staff development	X		A I R
Experience of collaborative working with external partners including feeder primary schools, post-16 providers and the local community		X	A I
Experience of working in a MAT		X	A I
Track record of raising achievement and inspiring progress through improving teaching, learning and behaviour for learning	X		A I R
Participation in an OFSTED inspection under the current Inspection Framework		X	A I
Experience in promoting and developing extracurricular activities as part of an all-round education	X		A I
Experience of leading on curriculum design, development, implementation and review	X		A I R

Knowledge and understanding of current issues and best practice	Essential	Desirable	Evidenced
Safeguarding of children and child protection	X		A I
Detailed knowledge of the current OFSTED inspection framework	X		A I
Legal issues relating to school management		X	A I
Roles and responsibilities of an Academy's Board of Trustees and the requirements for accountability and challenge	X		A I
Sound knowledge of recent developments in education research, policy and practice	X		A I
Use of ICT and new technologies as tools to aid teaching, enhance learning and assist management	X		A I R
A clear rationale and commitment for behaviour management and attendance policy and practice	X		A I
Understanding of data and use of a range of comparative data and performance indicators to establish benchmarks and set ambitious targets for improvement	X		A I R
An understanding of the need for all staff to have a manageable work/life balance and of the importance of staff well-being to maintaining a successful school	X		A I R
An understanding of the value of a highly effective pastoral system and its impact on pupil well-being and pupil achievement	X		A I
The principles of effective teaching and assessment for learning and promoting excellence in these areas	X		A I R

Personal Qualities and Professional Attributes	Essential	Desirable	Evidenced
Understanding the diverse needs of all our pupils and how these can be best met, within a pastoral ethos that holds paramount each pupil's holistic development	X		A I
An inspirational leader creating opportunities for distributed leadership with an open and collaborative style	X		A I R
Ability to work with Trustees to review and monitor the vision and targets the school has set itself	X		A I
A commitment to own personal and professional development and that of all staff	X		A I R
A commitment to equal opportunities and diversity, ensuring inclusion and the best for all our pupils	X		A I R
Ability to create and translate a shared vision into practice	X		A I R
A visible presence around the school, a willingness to lead by example at all times	X		A I R
Ability to change and adopt new ideas	X		A I R
An ability to empathise with and listen to others	X		A I R
Excellent communication and diplomatic skills	X		A I R
Calm under pressure with a good sense of humour	X		A I R