Post title	Headteacher
Salary and grade:	Leadership points 23-29
FTE	Full time
Line manager/s:	Executive Regional Director

Main purpose of the job:

To work with the Trust Executive, local governors and other school leaders to ensure the very best education for the students, through achieving the school and Trust aims and objectives. In particular, to develop and manage curriculum, teaching and learning policies and lead all provision of the school in line with its specialist designation.

Key duties and responsibilities

Accountable to the Multi Academy Trust for:

- sustaining the aims and objectives of the school and establishing the policies through which they will be achieved; managing staff and resources to that end; and monitoring progress towards their achievement;
- working to maximise pupil progress towards their full potential;
- liaising with key stakeholders to support school improvement.

Strategic direction and development of the school

To work with the Multi Academy Trust to develop a strategic view for the school in its community and analyse and plan for the future needs and further development of the school in a local, national and international context.

- To develop overall aims and objectives for the school and policies for their implementation;
- To create an ethos and provide educational vision and direction which promotes effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of adult life;
- To secure the commitment of parents and the wider community to the vision and direction of the school;
- To develop and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement;
- To ensure that all those involved in the school are committed to its aims, motivated to achieve them and involved in meeting short, medium and long term objectives and targets which secure the educational success of the school;
- To ensure that the management, finance, organisation and administration of the school support its vision and aims;

- To ensure that policies and practices take account of national, local and school data, inspection and research findings; and
- To monitor, evaluate and review the effects of policies, priorities and targets of the school in practice and take action if necessary.

Teaching and Learning

To work with the Multi Academy Trust to secure and sustain effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement.

- To ensure that all pupils receive a good quality education through a programme designed to promote good learning in a safe and healthy school environment;
- To ensure a consistent and continuous school-wide focus on pupil's achievement, using data and benchmarks to monitor every pupils' learning and progress;
- To ensure that learning is at the centre of strategic planning and resource management;
- To establish creative, responsive and effective approaches to learning and teaching;
- To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning;
- To be able to demonstrate and articulate high expectations and set stretching targets for the whole community;
- To be able to implement strategies which secure high standards of behaviour and attendance;
- To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework;
- To be able to take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of pupils
- To monitor, evaluate and review classroom practice and promote improvement strategies to ensure that underperformance is challenged at all levels and ensure effective support and intervention; and
- To ensure holistic, child centred support is in place which empowers children and their families and enables the development of healthy, socially inclusive behaviours.

Leading and managing people

To lead, motivate, support, challenge and develop other people in order to secure improvement:

- To 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;
- To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teachers and other members of staff, in work carried out in school and work carried out elsewhere;

- To implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers (including targets relating to pupils' achievement);
- To ensure that all staff receive regular appraisal and performance management as per Trust policies and procedures;
- To ensure that trainees and early career teachers are appropriately trained, monitored, supported and assessed in relation to the standards for early career teachers and the Teacher Standards; and
- To maintain an ethos of relationship based practice across the school which values the contribution that enjoyment can make to achievement.

Efficient and effective deployment of people and resources

To deploy people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context:

- To work with Multi Academy Trust and senior colleagues to recruit staff of the highest quality available;
- To work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided;
- To advise the Multi Academy Trust and implement decisions in relation to staffing;
- To advise the Multi Academy Trust on appropriate priorities for expenditure, allocate funds and ensure effective administration and control;
- To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations;
- To make arrangements, if so required, for the security and effective supervision of the school buildings, contents and grounds, ensuring that any lack of maintenance is reported to the maintaining authority;
- To undertake responsibilities as defined in the Trust Health and Safety Policy and/or such Health and Safety Policy as the Multi Academy Trust may have determined;
- To ensure that appropriate risk assessments are undertaken before sanctioning and participation in any potentially hazardous activity;
- To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money; and
- To ensure that staff are encouraged to attend INSET days, which increases their knowledge and understanding of cultural diversity and racism and how racism can be combated in a classroom setting.

Accountability

To be accountable for the efficiency and effectiveness of the school to the Multi Academy Trust and others, including pupils, parents, staff and the local community:

- To provide information, objective advice and support to the Multi Academy Trust to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money;
- To report to the Multi Academy Trust in the discharge of the Headteacher's functions and the affairs of the school;
- To create and develop an organisation in which all governors and staff recognise that they are accountable for the success of the school;
- To present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, governors, the Trust Board, the local community, Ofsted and others, to enable them to play their part effectively;
- To ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the school's targets for improvement;
- To provide information about the work and performance of staff where it is relevant to their future employment; and
- To ensure that the school meets and maintains the standards for safeguarding under Section 175 of the 2005 Education Act.

Strengthening Community

- To build a school culture and curriculum which takes account of the richness and diversity of the school's community;
- To create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment;
- To ensure learning experiences for pupils are linked into and integrated with the wider community;
- To ensure a range of community-based learning experiences and opportunities;
- To work in partnership with other agencies in providing for academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families;
- To seek opportunities to invite parents and carers, members of the community, business or other organisations into the school to enhance and enrich the school and its value to the wider community;
- To be able to contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives;
- To co-operate and work with relevant agencies to protect children;
- To ensure that the school promotes effective links with the local community and continues the development of close liaison with other local primary, secondary and special schools; and
- To ensure that the school offers appropriate extended activities where possible.

Person Specification

		Essential	Desirable
Qualifications, Skills & Knowledge	DfE recognised qualified teacher status (QTS).	•	
	Degree or equivalent.	•	
	Good knowledge of current thinking and practice in education.	•	
	Evidence of continuing professional development.	•	
	Other professional qualifications (eg. NPQH).		•
	Capacity to influence people and lead change.	•	
	Commitment to continuous improvement.	•	
	Good understanding of curriculum development and innovation.	•	
	Proven leadership and management skills.	•	
	Evidence of strong person-centred vision and values.	•	
Experience	Appropriate qualifications and experience to have credibility with the people you will work with as Headteacher.	•	
	Recent and relevant experience as an effective Headteacher, Deputy Headteacher or Assistant Headteacher.	•	
	Recent teaching experience in a primary, secondary or special school.	•	
	Evidence of significant development of a curriculum area or aspect of school provision.	•	
	Experience of multi-disciplinary working.	•	
	Experience of successful work with parents, carers and the wider community.	•	
	Experience of planning and implementing personalised plans for pupils with special educational needs	•	
Thinking Ability	Capacity to influence people and lead change.	•	
	Commitment to continuous improvement.	•	
	Good understanding of curriculum development and innovation.	•	
	Proven leadership and management skills.	•	
	Evidence of strong person-centred vision and values.	•	
	Knowledge of successful strategies for improving the quality of provision and pupils' learning and progress.	•	
	Evidence of high expectations for children and young people's learning and achievement.	•	
	Knowledge of school budgets, financial regulations and procedures.	•	
	Highly developed leadership skills.	•	
	The capacity to use ICT to improve the quality of provision.	•	
	Knowledge of assessment practice and pupil tracking.	•	
	A good understanding of the features of high-quality	•	

		Essential	Desirable
	pedagogy and practice for children and young people with learning difficulties and disabilities.		
Personal Effectiveness	Excellent communication skills.	•	
	Excellent interpersonal skills.	•	
	The ability to develop effective working relationships.	•	
	Good organisation and management skills.	•	
	The ability to inspire and motivate other people.	•	
	Honesty and integrity.	•	
	Humility, resilience and optimism.	•	
Interpersonal Relationships	Clear vision.	•	
	The ability to inspire and motivate other people.	•	
	A strong commitment to developing other people.	•	
	The ability to set challenging targets.	•	
	The ability to monitor, evaluate and review the school's effectiveness.	•	
	Highly effective teamwork skills.	•	
General	The flexibility to meet the full range of job requirements.	•	
	Able to travel to a wide range of meetings and events.	•	
	Demonstrate a firm commitment to the concept of Multi-Academy Trust and desire to see the Trust flourish and expand in a sustainable manner	•	