Job Description

Headteacher

Responsible to: The Governing Body of the Academy and The Trustees of St Christopher’s Multi Academy Trust

Details of position: Full Time, Permanent role, 39 weeks. Holidays to be taken out of term time.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We follow safer recruitment procedures.

Key Purpose of role

- To provide dynamic and professional leadership that enables the Academy to work in partnership with St Christopher’s Trust to provide every pupil with a high quality, principled education
- To inspire, challenge, motivate and empower all members of the school community to contribute and carry the vision forward.
- To manage the school’s resources effectively and creatively and cultivate a safe environment that secures and promotes the highest achievement of both pupils and staff.
- To promote the school in the wider community, building strong partnerships with parents and carers to support pupils’ achievement and personal development

Key Duties

Accountabilities

- Carry out duties in line with the conditions of employment as set out in the current Teachers’ Pay and Conditions document, the National Standards of Excellence for Headteachers and the policies and procedures of the Trust’s Governing Body

Strategic Direction and Shaping the Future

- Work with the Local Governing Body and other key stakeholders to ensure the vision for the school is clearly articulated, shared and acted upon effectively by all
- Work within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement
- Demonstrate the vision and values in everyday working practice
- Motivate and work with others to create a collaborative culture and positive environment
- Ensures that strategic planning takes account of the diversity, values and experience of the school and community at large
- Alongside the Local Governing Body formulate, implement, monitor and evaluate policy and practice.
- Maintain a keen awareness of developments in education, teaching and learning to ensure that the school is able to meet current and future requirements and resources are secured

Leading Learning and Teaching

- Ensure a consistent and continuous school-wide focus on pupil’s achievement, using data and benchmarks to monitor the progress of every child’s learning
- Ensure that the curriculum is regularly reviewed, evaluated and updated, taking account of local and national initiatives, policies and statutes
- Ensure that learning is at the centre of strategic planning and resource management
- Establish creative, responsive and effective approaches to learning and teaching
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
• Demonstrates and articulate high expectations and set challenging targets for the whole school community
• Implement strategies which secure high standards of behaviour and attendance
• Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework
• Monitor, evaluate and review classroom practice and promotes improvement strategies
• Develop middle and senior leaders to support school improvement and develop a sustainable school
• Challenge underperformance at all levels and ensures effective corrective action and follow up is undertaken in line with Trust policy
• Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
• Communicate and work closely with families directly and via the staff team to ensure that learning is supported at home.

Developing Self and Working with others
• Take responsibility for own personal development by participating positively in the Headteacher performance appraisal process.
• Develop and maintain effective strategies and procedures for staff induction, professional development and performance review
• Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
• Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
• Acknowledge the responsibilities and celebrate the achievements of individuals and teams
• Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
• Build a collaborative learning culture within the school and actively engage with other schools in the Trust and beyond to build effective learning communities
• Manages personal workload and that of others to allow an appropriate work/life balance
• Review annually the professional development of all staff at the school and report progress, actions, and recommendations to the governing body

Managing the Organisation
• Work with the Trust and local governors to maintain an organisational structure that reflects the school’s values, and enables the management systems, structures and processes to work effectively in line with legal requirements
• Produce and implement clear, impact-focused, evidence-based improvement plans and policies for the development of the school and its facilities
• Manage the school’s financial and human resources effectively and efficiently to achieve the school’s educational goals
• Recruit, retain and deploy staff appropriately Work with the Trust and local governors to ensure that the school operates efficient and effective financial and administrative procedures, setting appropriate priorities for expenditure, allocating funds and ensuring effective financial control, in accordance with the requirements laid down by the Trust
• Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations

Securing Accountability
• Fulfil commitments arising from contractual accountability to the Trust
• Develop a school ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
• Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
• Work with the Local Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities
• Develop and present a coherent, understandable and accurate account of the school’s performance to a range of audiences including parents and carers
Strengthening Community

• Build a school culture and curriculum that takes account of the richness and diversity of the school community
• Ensure learning experiences for pupils are linked into and integrated with the wider community and that there are a range of community-based learning experiences
• Actively engage with Trust, with other schools within and beyond the Trust, and with educational partnerships to support joint learning, share best practice, and extend available resources and training
• Create and promote positive strategies to promote single equality and challenge any prejudice
• Collaborates with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils
• Creates and maintains an effective partnership with parents and carers to support and improve pupils’ achievement and personal development
• Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich its value to the wider community and vice versa

Safeguarding

• Responsible for promoting the welfare of all children and young people
• Keep up to date with all areas of Safeguarding responsibilities across the school
• Co-operate and work with relevant agencies to protect children
• Create an organisational culture which prioritises and monitors the safeguarding of children and young people
• Ensure all paperwork is kept up to date and secure

This list is not exhaustive and may require additional work commensurate with the post

This job description may be amended at any time after discussion with the Governing Body and Trust
**National Standards of Excellence for Headteachers (2015)**

The National Standards of Excellence for Headteachers are set out in four ‘Excellence As Standard’ domains:

1. **Qualities and knowledge**
2. **Pupils and staff**
3. **Systems and process**
4. **The self-improving school system**.

Within each domain there are six key characteristics expected of the post holder

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### Domain One - Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centered on the school’s vision, ably translating local and national policy into the school’s context.
6. Communicate compellingly the school’s vision and drive the strategic leadership, empowering all pupils and staff to excel.

### Domain Two – Pupils and Staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils’ wellbeing.
3. Establish an educational culture of ‘open classrooms’ as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

### Domain Three – Systems and Process

1. Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils’ achievements and the school’s sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

**Domain Four – The self-improving school system**

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people’s lives and to promote the value of education.