

Job Description – Headteacher



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

Job Title: Headteacher

Reports to: Regional Director of Education / Academy Standards and Ethos Committee

Responsible: All teaching and non-teaching academy staff.

Statement of Purpose: To provide professional and spiritual leadership that sustains success and improvement, ensuring high quality education and standards of learning and achievement for all. This job description is not exhaustive and may incorporate other aspects reasonably assigned by senior officers within the Trust. It may be amended and reviewed at any time following discussions between the Trust and the Headteacher.

Key Responsibilities:

1. School Christian culture and ethos

- To establish and sustain the school's Christian ethos and strategic direction in partnership with the Trust, the Academy Standards and Ethos Committee (ASEC), the diocese and through consultation with the church and school community
- To create a caring, nurturing and culture of going beyond expectations, where pupils experience a fulfilling and enriching school life, learning to live life in all its fullness and to exercise wisdom in all
- To uphold ambitious educational standards, underpinned by deeply Christian values, which prepare pupils from all backgrounds for their next phase of education and life
- To promote positive and respectful relationships, where the dignity of all is valued across the school community within a safe, orderly and inclusive environment
- To ensure a culture of high staff professionalism, where all are committed to the values and ethos of the school and Trust which engender hope and aspiration
- To foster links with the local church and diocese to promote the pastoral and spiritual life of the school, leading regular acts of collective worship that enhance the deeply Christian character of the school

2. Teaching

- To 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
- To ensure teaching is underpinned by high levels of subject expertise and a desire to motivate and engage pupils in everything they do
- To ensure effective use is made of assessment in all its forms, to help children identify their next steps for progress

3. Curriculum and assessment

- To ensure a broad, structured and coherent curriculum entitlement, which is deeply Christian in its foundations, and which sets out the knowledge, skills and values that will be taught
- To establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities, within the Trust's programme for Collaborative Professional Learning and elsewhere
- To ensure that all pupils are taught to read, and enjoy doing so, through the provision of evidence-informed approaches to reading including high quality phonics teaching
- To ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

- To establish and sustain high expectations of behaviour for all pupils, built upon caring relationships, high expectations, which are lived out by all staff and pupils
- To enable high standards of pupil behaviour and courtesy in accordance with the school's behaviour policy
- To enable consistent, fair, restorative and respectful approaches to managing behaviour
- To ensure that adults within the school model and teach high standards of behaviour in all their interactions with children and adults

5. Additional and special educational needs and disabilities

- To ensure the school holds ambitious expectations for all pupils, especially those with additional and special educational needs and disabilities
- To establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- To ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020-fn:9> and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- To ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Collaborative Professional Learning (CPL)

- To ensure staff have access to high-quality, sustained, collaborative professional learning opportunities, aligned to Trust priorities and which balance whole-school improvement with team and individual needs
- To prioritise the CPL of staff, engaging with as many Trust online and face-to-face opportunities as possible, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- To ensure that CPL opportunities draw on expert provision from within the school, the Trust and from locally and nationally recognised career and professional frameworks and programmes which will build capacity and support succession planning in the school and for the benefit of the Trust as a whole

7. Organisational management

- To ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- To prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- To ensure staff are deployed effectively, with consideration given to workload
- To establish and oversee systems, processes and policies that are in line with those that are common across the Trust, in keeping with the school's Christian ethos and which enable the school to operate effectively and efficiently
- To ensure rigorous approaches to identifying, managing and mitigating risk, utilising advisors provided through the Trust in order to gain expert advice and guidance

8. Continuous academy improvement

- To work closely with the Academy Improvement Team in the delivery of the Trust Improvement Model
- To design and deliver an effective Academy Improvement Plan that is effective in moving the school forward
- To make use of effective and proportional processes of evaluation to identify good practice, to analyse challenges, and identify priority areas for improvement
- To 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
- To ensure careful and effective implementation of improvement strategies, utilising the resources available within the Trust, which lead to sustained school improvement over time

9. Working in collaboration

- To forge constructive relationships beyond the school, working in collaboration with parents, carers and the local community, as well as colleagues across the Trust
- To work successfully with the Trust, its officers and schools, including providing support to other schools and colleagues as required
- To establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and accountability

- To understand and welcome the role of effective governance, directly through the ASEC, and indirectly to the local Hub Committee and Trust Board, recognising accountability and responsibility at every level
- To establish and sustain professional working relationships with those responsible for governance
- To ensure that staff know and understand their professional responsibilities and are held to account.
- To ensure the school effectively and efficiently operates within the Trust's Scheme of Delegation, the required regulatory frameworks and meets all statutory duties.

Person Specification

	Essential	Desirable	Assessed
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Relevant professional development, including safeguarding 	<ul style="list-style-type: none"> • Further Professional Qualifications • NPQH or preparedness to undertake 	Application Reference Interview
Knowledge and Experience	<p>Knowledge of:</p> <ul style="list-style-type: none"> • The Headteacher Standards • Current legislation and developments in education and curriculum, including EYFS • Current Ofsted and SIAMS frameworks <p>Experience of:</p> <ul style="list-style-type: none"> • Teaching across the primary phase • Senior leadership (Headteacher, Deputy or Assistant Headteacher) • Working with governors • A significant contribution to school improvement and strategic planning • Working with parents to support children's learning • Leading high quality collective worship • Promoting the school within the community 	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Legal issues including equalities and HR • The Church of England Vision for Education <p>Experience of:</p> <ul style="list-style-type: none"> • Building and communicating a shared vision • A church school • Working with external agencies • Financial management • Working with other schools 	Application Reference Presentation Interview School visit
Leadership and Management Skills	<ul style="list-style-type: none"> • Ability to articulate and develop a clear vision for the school and its Christian ethos, with integrity • High order of teaching and behaviour management skills • Ability to analyse, evaluate and prioritise • Effective oral and written communication skills • Ability to motivate and inspire staff • Ability to maintain positive relationships and work in partnership with all sections of the school community • Ability to design and manage a creative curriculum, incorporating effective inclusion strategies, in a small school. 	<ul style="list-style-type: none"> • Strategic management of resources, including IT • Ability to manage change and complexity 	Reference Tasks Collective worship School visit Interview
Personal Qualities	<ul style="list-style-type: none"> • Committed to excellence in education, safeguarding and welfare for all children, especially the most vulnerable • An excellent communicator and motivator with high levels of emotional literacy • Reflective, innovative, resourceful and imaginative • Courageous and resilient • A commitment to the vision and values of our Church school and Trust. 	<ul style="list-style-type: none"> • A commitment to the Christian faith and its values • A sense of vocation and optimism 	Reference School visit Interview