



Changing Lives Learning Trust

RESPECT · RESILIENCE · ACHIEVEMENT · OPPORTUNITY

JOB PROFILE

POST TITLE:	Headteacher
JOB PURPOSE	The Headteacher will support the CEO, the Local Governing Board and the Trust Board, in providing professional leadership which, in turn, secures success and improvement, ensuring high quality education and improved standards of learning and achievement for all students.
GRADE:	Leadership pay scale L8 – L12
RESPONSIBLE TO:	Deputy CEO (DCEO)

MAIN DUTIES AND RESPONSIBILITIES

Key accountabilities and responsibilities

To carry out the duties of a Headteacher as set out in the Headteachers' Standards 2020 and in line with School Teachers' Pay and Conditions (Headteacher) and:

- Lead school improvement through the championing of outstanding quality of education.
- Contribute to and also provide leadership and management of the senior leadership team, staff and students.
- Ensure a high-quality school experience for all children and young people, securing desired outcomes.
- Implement the vision and key objectives of the Trust's growth plan together with the school's stated aims and objectives in its own development plan.

Strategic direction and development of the school

The Headteacher, working with the DCEO, governors and senior leadership team, will contribute to the development of a strategic view for the school in the community and analyse and plan for its future needs and further development. This will be undertaken within the context of, and supporting, the Trust's strategic plan.

The Headteacher will contribute as the lead member of the senior leadership team to the establishment of a shared vision for the school; the support and continuation of the academy ethos which promotes effective teaching and learning, which sustains improvement in the development of all students; and the development and implementation of a strategic plan.

The Headteacher will be an ambassador for the school and the Trust in the wider community, ensuring that the school is the preferred choice for local parents. They will skilfully and continually enhance the school's reputation both directly (through marketing and promotion) and indirectly (through school improvement).

Strategic direction and development

Continually develop, promote and ensure implementation of the Academy Development Plan across the school.

Produce short, medium and long-term plans to develop the school in relation to:

- Quality of education
- The aims of the school and its policies and practices
- Targets for realistic but challenging improvements
- Personnel policies and deployment
- The leadership and management of the middle leadership team.
- Quality Assurance.

Teaching and Learning

The Headteacher as the lead member of the senior leadership team, together with the DCEO and Local Governing Board, will secure and sustain effective teaching and learning, monitor and evaluate the quality of education and standards of pupils' achievements, and use benchmarks and set targets for improvement. Specifically:

- Plan and monitor the teaching and learning across the school.
- Ensure that teachers are clear about teaching objectives, understand the sequence of teaching and learning within their curriculum areas and communicate this to students.
- Support and provide guidance for colleagues to select the most appropriate teaching and learning methods and resources to meet the needs of the full range of students.
- Help implement clear policies and practices for assessing, recording and reporting on student achievements in line with academy policy.
- Evaluate the teaching within all areas in the school; use this analysis to identify effective practice and areas for improvement.
- Take appropriate action to improve further the quality of teaching within any area when curriculum required.

Safeguarding

- To have due regard for safeguarding and promoting the welfare of children, and to follow the safeguarding procedures adopted by the Trust.

Efficient and effective deployment of staff resources

- The Headteacher as the lead member of the senior leadership team will deploy staff and resources efficiently and effectively in line with the Trust's vision and strategic plan.

Leading and managing staff and self

- Lead all staff.
- Develop and maintain a framework to effectively utilise middle leaders and experienced teaching staff.
- Promote and maintain a culture of high expectations for staff and others.
- Support and challenge colleagues throughout the school, recognising their achievements and holding them to account where necessary.
- Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from other agencies.

Recruitment

The Headteacher will work with the DCEO, governors and senior colleagues to recruit staff of the highest quality, deploying and developing staff effectively to improve the quality of education.

Managing the organisation

- Develop effective relationships and communications with parents and the local community that underpin a professional learning community that enables everyone in the school to achieve.
- Provide effective organisation and management for the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation.
- Working in conjunction with the Chief Financial Officer, manage the school's financial resources effectively and efficiently to achieve the school's educational goals and priorities.
- Use and integrate a range of technologies effectively and efficiently to manage the school.
- Manage and organise accommodation efficiently and effectively to ensure that the school's buildings meet the needs of the curriculum and health and safety regulations.
- Develop and oversee all extra-curricular activities to achieve a varied offer of extended provision in the school.
- Review the impact of policies, priorities and targets of the Trust and evaluate these with the Local Governing Board.
- Implement established school policies and collaboratively review and make recommendations for change.
- Ensure evidence based improvement plans promote continuous school development linked to the school's self-evaluation.
- Keep the DCEO fully informed of any critical need, if it affects the smooth operation of the school and the educational experience of the pupils.

Accountability

The Headteacher as the lead member of the senior leadership team will account for the performance of the school to the DCEO, governors, trustees, students, parents, staff and other members of the local and wider community.

Securing Accountability

- Develop the Partnership ethos which enables everyone to work collaboratively.
- Ensure individual staff accountabilities are clearly defined, understood and communicated.
- Ensure compliance at every level with school policies and procedures.
- Ensure every child has access to high quality teaching and learning, in a safe and stimulating learning environment.

Specific responsibility as the lead member of the senior leadership team

- Lead member of the senior leadership team.
- Governor support/link.
- Personnel issues.
- Middle leader management.
- Analysis and presentation of examination data and student progress measures.

Other professional requirements:

- To play a full part in the life of the school, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To contribute positively and collegiately to the executive team
- To undertake any reasonable request of the DCEO and accept any reasonably delegated additional responsibility from the DCEO.

Data Protection

To ensure that all responsibilities under the Data Protection Act 1984 and General Data Protection Regulations (GDPR) for the security, accuracy and significance of personal data held on paper or electronic systems are complied with.

Health and Safety

To ensure compliance with the school's health and safety policies and the Health and Safety at Work Act (1974) in all buildings at the school.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The job description is current at the date shown, but, 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 or changes to Headteacher standards.



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General

- Comply and assist with the development of policies and procedures relating to health, safety, data protection and confidentiality, reporting all concerns to an appropriate person.
- To adhere to the Trust/academy Health and Safety Policy including risk assessment and safety systems.
- Participate in training opportunities and professional development as required.
- Support the Trust's academies at events as and when required.
- Develop constructive relationships and communicate with other agencies/professionals.
- Contribute ideas on new and innovative business opportunities that could improve the effective functioning of the Trust.

Trust

All Multi Academy Trust staff are expected to:

- Undertake other such reasonable duties as may be required from time to time.
- Work towards and support the Sponsors' and DCEO's vision and the objectives of Development Plans.
- Support and contribute to the MAT's responsibility for safeguarding students.
- Work within the MAT's Health and Safety policy to ensure a safe working environment for staff, students and visitors.
- Work within the MAT's Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive courteous relations with students, parents, colleagues, Members, Trustees and members of Local Governing Boards at all times.
- Actively engage in the MAT's performance management process and take responsibility for their own professional development.
- Adhere to MAT policies and procedures as set out in the staff handbook and other guidance documentation which is available to all staff via the Trust networks.

This job description should be seen as enabling rather than restrictive and may be subject to regular review to reflect the changing priorities and objectives of the annual MAT Development Plan.

All staff of the MAT are expected to comply with any reasonable request from a leader to undertake work of a similar level and/or type that it is not specified in this job description.

HEADTEACHER COMPETENCIES AND EXPERIENCE MATRIX

Competence		No understanding, awareness or evidence provided	Some knowledge or awareness but aspects of expectation are missing	Knowledge and awareness provided for <u>all</u> elements of the competence criteria (future development need)	Has been a stakeholder and can demonstrate capability to meet the competence (maybe future development need)	Has led within this area of competence and demonstrated strong evidence (no immediate development required)
1	Can demonstrate experience of senior leadership role within a primary school setting	Never held a senior leadership role	Has had a senior role in the past	In senior post < 3 year	In deputy position > 3 years	Held head position > 3 years
2	Has qualification for Head Teacher role	No NPQSL/NPQH	Has started NPQSL/NPQH	Has almost completed NPQSL/NPQH	NPQSL/NPQH < 3 years	NPQSL/NPQH > 3 years
3	Has been directly involved in the financial management of a school budget	No exposure	Some understanding through school minutes	Involved in school financial decisions	Ownership of some aspects of school financial performance	Can demonstrate full accountability for school finances
4	Understands data analysis methods used to create school action plans and set school improvement targets	Cannot demonstrate understanding	Has reviewed and used school data to make action plans	Can demonstrate having used data to make plans and targets	Can demonstrate use of data analysis to set targets, review and adjust plans	Strong evidence of results through data analysis, review and monitoring
5	Can show evidence of being a consistently high performing teacher	No evidence	Some evidence provided of teacher performance	Full and comprehensive evidence of teacher performance provided	Full evidence of good teaching performance provided	Full evidence of outstanding teacher performance provided
6	Has mentored other teachers as an effective role model	No evidence	No formal mentoring completed	Formal mentoring demonstrated	Currently mentoring other teachers as a role model	Ongoing and consistent mentoring demonstrated

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7	Can show evidence of innovative ideas, assess their effectiveness, regular review and follow up decisions made	No evidence	Some examples offered of innovation and new ideas	Example offered of innovation together with implementation and assessment	Good examples offered of innovation, implementation, review and follow up	Strong examples provided relevant to school improvement linked to performance results
8	Can show record of effective change management with full involvement of staff	No evidence	Some examples of change management offered with limited involvement	Examples offered with sound links to staff involvement	Examples of change management with consistent staff involvement strategies demonstrated	Evidence of consistent and ongoing involvement of staff in all change management activities
9	Demonstrable leadership skills specifically recognition, coaching and constructive feedback	No or little evidence offered	Leadership skills limited to feedback of behaviour or performance	Evidence offered of feedback and regular coaching with staff	Evidence given of recognition, coaching and feedback	Demonstrable frequent use of a full variety of leadership skills across all levels within school
10	Experienced with OFSTED as a senior manager in a school	No evidence	Has been through an Ofsted inspection as a senior manager	Has been in a senior leadership position though an Ofsted review	Has been in senior leadership position and responsible for key areas of Ofsted focus	Has been Headteacher through an Ofsted review

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11	Can demonstrate working closely with governors on the strategic direction of the school and accountability	No evidence	Works regularly with governors	Regularly leads key areas of school development plan and feeds back to governors on performance/progress	Plays a key role in many aspects of strategic planning and accountability and regularly communicating with governors	Can demonstrate working with governors directly on strategic planning and specific developments
12	Can demonstrate working closely with parents to deal with situations regarding behaviour and performance	No evidence	Some example offered of working with parents on behaviour and performance of pupils	Regular communications with parents demonstrated	Regular consistent communications and follow up review demonstrated	Strong evidence offered on ongoing consistent communication, review and follow up with parents
13	Can demonstrate working closely with parents to deal with situations regarding external support partners	No evidence or examples offered+	Some example offered of external partner liaison together with parents	Regular communications with external partners demonstrated	Regular consistent communications and follow up review demonstrated	Strong evidence offered on ongoing consistent communication, review and follow up with external partners
14	Can demonstrate the ability to network and leverage external partnerships for the benefit of the school	No evidence or experience offered	Attended networking events and understanding of the benefits of developing external partnerships	CPD and practice showing ongoing external networking leading to establishing external partnerships	Evidence provided of how external partnerships have been developed and used for the benefit of the school.	Extensive examples offered of benefits and results achieved through use of networking and external partnerships

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15	Can demonstrate strategies to ensure the school is outstanding	No strategies offered	Some strategies offered with limited scope	Strategies offered to retain outstanding in school development plan	Strong strategies offered to retain outstanding performance evidenced with data	Full understanding of developing interventions and deploying strategies to go beyond outstanding
16	Can deal with challenging situations	No evidence of having dealt with challenging situations	Some examples offered of having dealt with situations but are deemed not challenging in the context of head teacher appointment	Examples offered with successful outcomes of dealing with challenging situations	A wide range of examples offered of having dealt with challenging situations with successful outcomes	A wide range of examples offered having dealt with challenging situations successfully involving pupils, parents, finance, special needs and local community
17	Self-awareness and development needs	No development needs offered. Not sure where will be in next 5 years	One of two development needs offered. Some idea of career development over next five years	Several development needs offered with some ideas for how they can be closed. 5 years career goals offered	All development needs understood and identified. Clear view of how these gaps are to be addressed. Clear view of five year career goals	All development needs understood and identified. Plans in place to address these. Five year career plan in place.

Competence		No understanding, awareness or evidence provided	Some knowledge or awareness but aspects of expectation are missing	Knowledge and awareness provided for <u>all</u> elements of the competence criteria (future development need)	Has been a stakeholder and can demonstrate capability to meet the competence (maybe future development need)	Has led within this area of competence and demonstrated strong evidence (no immediate development required)
18	Headteacher values are aligned with the ethos of the Trust	Clear misalignment of values, ethos and culture. High risk alienating staff, pupils, parents and community	Some values reflect the ethos of the Trust but appear at the expense of others. Risks identified alienating staff and pupils	Most values aligned with the culture and ethos of the Trust. Possible risk of alienation with some staff	All values aligned with the culture and ethos of the Trust. Minimum risk identified integrating with school life	Total alignment of values and beliefs with Trust culture and ethos. No risks identified integrating with school life.
19	Can demonstrate how the ethos of the school would be maintained	No offering or conflicting values to school ethos	Some understanding of school ethos evident. Limited ideas how this would be maintained	Alignment of values to school ethos clear. Ideas to maintain this offered	Clear alignment of values to school ethos. Demonstrated plans to maintain this	Clear demonstrated alignment of values to school ethos. Demonstrated plans to maintain and improve this
20	Believes that education should be enjoyable and a fun environment as we strive for outstanding performance	No evidence of a smile!	Some examples offered of how a relaxed learning environment is created	Clear examples provided of how to make an engaging comfortable learning environment for pupils	Demonstrated understanding of how to make an engaging learning environment for most pupils with a clear focus on fun and participation	Consistent outstanding teaching performance demonstrated enabling a fun engaging learning for all pupils
21	Has strategies to best leverage the opportunities and benefits of being part of a MAT	No evidence or awareness of opportunities	Some ideas offered of how the MAT may benefit the school	Robust ideas of how to leverage MAT status and next steps required	Understands fully MAT benefit opportunities and pathway to delivery of benefits	Has experience of leveraging benefits of MAT and clear timing and expectations of potential support and partnerships