



Slough and East Berkshire
C of E Multi Academy Trust

HEADTEACHER JOB DESCRIPTION

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| Post holder: | Headteacher |
| Responsible to: | SEBMAT Chief Executive Officer / Local Governing Body / SEBMAT Director of Primary |
| Main purpose of the job | |
| The Headteacher will: <ul style="list-style-type: none">• Formulate the aims and objectives of the school and provide overall strategic leadership• Establish policies for achieving these aims and objectives• Manage staff and resources to that end• Monitor progress towards the achievement of the school's aims and objectives• Lead by example and model best practice regarding professional conduct, workload and personal development• Be a role model for all in our community• Provide high quality CPD for all staff• Preparation and management of the school's budget | |
| Main job functions and responsibilities: | |
| Qualities and knowledge: <ul style="list-style-type: none">• Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils• Build positive relationships with all members of the school community, showing positive attitudes to them• Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally• Work with political and financial astuteness, translating policy into the school's context• Communicate the school's vision compellingly and drive strategic leadership• Seek training and continuing professional development to meet own needs Pupils and staff: <ul style="list-style-type: none">• Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes• Ensure excellent teaching in the school, including through training and development for staff• Establish a culture of 'open classrooms' as a basis for sharing best practice• Create an ethos within which all staff are motivated and supported to develop their skills and knowledge• Identify emerging talents, coaching current and aspiring leaders• Hold all staff to account for their professional conduct and practice Systems and processes: | |

- Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Welcome and work with the governing board as appropriate, providing the information it needs to govern effectively
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

The self-improving school system:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people’s lives and to promote the value of education

Confidentiality

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of SEBMAT or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

Data Protection

During the course of your employment you will have access to data and personal information that must be processed in accordance with the General Data Protection Regulations (GDPR)

Safeguarding Children

In accordance with the Trust’s commitment to follow and adhere to the most recent versions of the Department for Education’s (DfE) guidance entitled "Keeping Children Safe in Education" and “Safeguarding Children and Young People and Young Vulnerable Adults Policy” and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the Trust. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the school community and outside agencies, and exercise sound professional judgment which always focuses upon the best interests of the students and the Trust.

You are also required to know and comply with the most recent version of the DfE document ‘Guidance for Safer Working Practice for Adults who work with Children and Young People.’ You are required to have satisfactory Enhanced DBS clearance with barred list information. Your role requires you to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of the school and uphold public trust and confidence at all times.

Signed by
Job Holder: Date:.....

Signed by
Line Manager: Date:.....

Person Specification

| Criteria | Essential | Desirable |
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| Qualifications | | |
| Qualified Teacher Status | X | |
| Good Honours Degree | X | |
| Evidence of continuous commitment to further professional development | X | |
| NPQH | | X |
| Study at Higher Level | | X |
| Experience | | |
| Significant Leadership experience at a senior leadership level. | X | |
| Working in partnership with parents | X | |
| Recent experience as a member of SLT | X | |
| Recent experience of working at least at a Deputy Headteacher level undertaking organisational activities within the school | X | |
| Successful and effective primary class room teaching practice. | X | |
| Experience of mentoring and coaching teachers to improve. | X | |
| Experience in the appraisal and line management of another member of staff. | X | |
| Experience in monitoring and evaluating school improvement priorities. | X | |
| Excellent understanding of the role you play safeguarding children | x | |
| Teaching across the whole primary age level | | x |
| Knowledge, Skills and Abilities | | |
| How to build and lead successful teams, working collaboratively to motivate and inspire colleagues. | X | |
| Excellent interpersonal communication and organisational skills with all stakeholders and members of the school community. | X | |
| Have excellent verbal and written communication skills. | X | |
| Thorough knowledge and understanding of standards that pupils need to achieve by the end of each Key Stage. | X | |
| Knowledge and understanding of the pedagogical approach to teaching. | X | |
| Knowledge of the different strategies that can be used to raise standards of teaching and learning. | X | |
| Effective analytical and evaluative skills. | X | |
| Demonstrate and actively support the school's vision, aims and values. | X | |
| Ability to lead, motivate and support other colleagues within the school through coaching and mentoring which impacts on raised pupil outcomes. | X | |
| Know about the statutory requirements of schools | | X |
| Use a range of leadership styles for different situations | x | |
| Demonstrate the ability to develop the skills and expertise in staff | | X |

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| Demonstrate the ability to achieve high expectations despite significant barriers | | X |
| Disposition | | |
| Drive, energy and enthusiasm, committed to achieving. | X | |
| Engaging, approachable and a sense of humour. | X | |
| Ability to appropriately and bespokely challenge and support colleagues. | X | |
| Ability to communicate effectively at all levels. | X | |
| Commitment to getting the best outcomes for all pupils and actively promote the ethos and values of the school. | X | |
| Consistently demonstrate effective professional attributes in all aspects of school life, including supporting other school events. | X | |
| Evidence of commitment to developing your own professional skills. | X | |
| Consistently demonstrate commitment, professionalism and loyalty to the school and SEBMAT, openly modelling its vision, aims and values. | X | |
| Organised and flexible. | X | |
| Resourceful, patient and resilient. | X | |
| Empathetic and willing to listen. | X | |
| Consistently demonstrate understanding of the need for confidentiality, integrity and loyalty. | X | |