

MANOR MULTI ACADEMY TRUST
Job Description: Head Teacher
Manor Multi Academy Trust (MMAT)



Duties & Responsibilities of Head Teacher

We expect at our **Headteacher** at Manor MAT to make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. To uphold our core values of **Integrity; Ambition, Collaboration and Inclusion**; act with honesty; have strong subject knowledge; keep their knowledge and skills as a leader up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils

Core Purpose

The core purpose of the Headteacher will be raise standards for all by providing outstanding leadership. You will lead the implementation of the school mission, vision and values and establish high quality education by improving the quality of Teaching and Learning. You will have the highest aspirations for everyone and will continue the development of a motivated and determined staff team.

You will have strategic experience and the ability to inspire children and motivate the community. Their skills as an outstanding classroom practitioner will enable them to recognise high quality teaching and learning and empower each individual to fulfil their potential.

Core Objectives

To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.

To meet the National Standards of excellence for Headteachers as published by the DfE (2015)

To achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.

To promote and safeguard the welfare of all children and young people within the School, by ensuring that the School's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils,

parents and others feel able to raise concerns and that these are addressed sensitively and effectively.

Context

The School's Directors wish a particular emphasis to be placed upon the following:

- To continue to raise standards across the school with particular reference to academic performance so that all pupils achieve the highest standards.
- To lead in the provision of excellent learning and teaching.
- To formulate a vision of school improvement and to lead the staff and Directors in reviewing and evaluating the effectiveness of the School Development Plan.
- To report to the Directors on progress made against School Development Plan objectives, making recommendations as to future priorities.
- To further develop partnerships with a variety of stakeholders through collaboration.
- To lead the school through rigorous self-evaluation, including quality assurance and performance management at all levels.
- To develop, inspire and motivate effective teams in order to raise standards across the school.
- To provide visible and accessible leadership.

Core Skills

The Headteacher will effectively illustrate these skills :

Qualities and knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, directors 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 centred 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.

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' well-being.
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.

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 directors to understand its role and deliver its functions effectively – in particular 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.

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 the school – to believe in the fundamental importance of education in young people's lives and to promote the value of education.

The Governing Body is committed to safeguarding and promoting the welfare of children and young persons and Headteacher must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

General Conditions

It is the intention that the above responsibilities are in accordance with the requirements of the Teachers Pay and Conditions Act, and subsequent orders in terms of duties and working times, also any local agreements and guide-lines giving interpretations of Teachers Pay and Conditions of Service.

This job description is subject to annual review; it may be amended only after full consultation with the Headteacher concerned. It will be signed if agreement is reached.

If, following review and amendment, agreement is not reached the appropriate procedures should be used for the settling of disputes.

Signatures

_____ Headteacher

_____ Executive Headteacher

<p>Personal qualities</p>	<ul style="list-style-type: none"> • Commitment to uphold the 7 principles of public life (the Nolan principles) at all times • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
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