

**Job Title:** Headteacher

**Grade:** Based on Experience

**Responsible to:** Area Director of Schools

**Job Purpose:** The core purpose of the Headteacher is to provide professional and strategic leadership for the schools they lead. The Headteacher is the lead professional in the school, accountable to the Executive Team of Learn-AT for delivering visionary, bold and inspirational leadership and promoting a thriving professional learning community in the school.

With the Senior Leadership Team of each school, the Headteacher will ensure the schools are managed and organised to achieve strategic aims. The Headteacher will uphold and develop an environment for teaching and learning that empowers all staff and pupils to achieve their full potential within an ambitious culture of continuous improvement. The Headteacher will ensure that the vision and values of the schools and those of Learn Academies Trust are upheld in accordance with policies and values of the Trust, the Church of England foundation of the school and of its Local Governing Body.

The Headteacher must establish a culture which promotes excellence, equity, well-being, and high expectations of all pupils, ensuring that:

- The schools provide high quality teaching and learning that leads to successful outcomes for pupils in terms of academic achievement, spiritual, moral, social and cultural development, behaviours for learning, attitudes and personal development.
- The schools are inclusive, hospitable, invitational and nurturing in all aspects of their work, promoting commonly held values of wisdom, hope, community, dignity, compassion and empathy alongside the British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- The schools promote and safeguard the welfare of all children, enabling every child, from whatever background or circumstances to have the support needed to be healthy, safe, successful.
- All statutory duties are met, and the work of the schools is effectively monitored, evaluated and reviewed.

Working with colleagues in the Trust and in the schools, the Headteacher is responsible for evaluating the school's performance to identify priorities for improvement; raising standards; ensuring equality of opportunity for all pupils; developing policies and practices; ensuring that resources are deployed effectively and efficiently to achieve the aims and objectives of the Trust and the schools, and for its day to day management, organisation and administration.

Working with and through others, the Headteacher secures the commitment of the school's wider communities by developing and maintaining productive partnerships with Learn-AT

partner academies, Learn-AT Professional, other strategic partners, services and agencies for children, local secondary schools, the local authority and the parish and the Diocese of Leicester. Through such partnerships and as a system leader, the Headteacher will play a key role in contributing to the development of the wider education system, collaborating with colleagues to raise standards for all pupils.

The Headteacher is responsible for working with members of the school communities to create productive, engaging and fulfilling learning environments for all pupils.

The Headteacher carries out the duties of the headteacher as set out in the current School Teachers' Pay and Conditions Document and meets the criteria outlined in the National Professional Standards for Headship.

## **Key Areas of Responsibility**

### **Leadership and Management**

Establishing goals and expectations, work with Learn-AT's Executive Team, senior school leader colleagues, staff, parents/carers, the Local Governing Bodies, colleagues in Learn-AT schools, the church and Diocese, Learn-AT and the local community to:

- Create a culture which aligns closely with those enshrined in Learn-AT's vision and values, and which promotes excellence in education, personal development and well-being and secures effective, high quality and research evidence-informed teaching and sustained improvement.
- Work with the Local Governing Bodies and colleagues in the schools to create a shared vision and strategic plan which inspires and motivates pupils, staff and members of the school communities. An ambitious vision for the schools should include core educational values and moral purpose and be inclusive of Learn-AT's and the school's stakeholders' values and beliefs.
- Maintain a cycle of continuous evaluation and improvement, underpinned by robust quantitative and qualitative data and rigorous analysis.
- Use self-evaluation to identify priorities for development and work with the Senior Leadership Teams to secure the commitment of all staff to achieve these goals.

### **Ensuring quality teaching**

- In line with agreed Learn-AT principles, lead the planning, implementation and review of each school's curriculum to ensure that it supports aspirational learning outcomes and excellent progress for all pupils, regardless of background or starting points.
- Implement effective systems for promoting the effective performance of all staff.
- Secure the development and implementation of effective monitoring and evaluation systems, to identify where improvements and resources are required.
- Develop structures, systems and strategies (such as coaching and collaborative research lesson study) which facilitate the provision of constructive and useful feedback to colleagues about their impact on pupil learning, to support the continuous development of high-quality teaching.

### **Leading teacher learning and development**

- By sustaining positive, trustful professional relationships, motivate, inspire and support all staff to perform to the best of their abilities, optimising levels of discretionary effort for the benefit of everyone in each school.
- Promote and facilitate leadership participation in effective, research-informed professional learning which impacts positively on pupil learning outcomes.

- Provide a strong role model for colleagues through exemplary pedagogy and by demonstrating a resolute commitment to continuous, collaborative and effective, research informed professional development and learning.
- Foster collaboration within and beyond the schools to facilitate professional learning and outward-facing and open-to-learning professional cultures.

### **Resourcing Strategically**

- Lead the recruitment and selection of the highest quality teaching and support staff members who are able and willing to contribute to the vision and values of Learn-AT and the schools.
- Work effectively with senior colleagues to deploy, develop and retain skilled staff to improve the quality of teaching and learning for all pupils.
- Lead the development and secure the implementation of school policies and procedures.
- Work with the Learn-AT finance and school business team to set appropriate priorities for expenditure, allocation of funds, effective administration and control.
- Ensure the security and effective supervision of the school's buildings, contents and grounds.
- Ensure effective working relationships with external agencies and services contracted to the schools.
- In partnership with Learn-AT's Executive Team, and the finance and school business team, pay close and strategic attention to budgetary considerations in order to secure each school's long term sustainability.
- Ensuring an orderly and safe environment.
- Champion an inclusive culture, ensuring all staff and pupils—regardless of background, identity, or ability—are empowered to achieve their full potential.
- Designated Safeguarding Lead.
- Facilitate the efficient organisation and delivery of teaching and learning and an orderly educational environment.
- Work within local, regional, national, Trust and school policies and legal frameworks to ensure the well-being, health, safety and safeguarding of all pupils and staff.
- Lead the development and implementation of policies and protocols which secure high standards of behaviour and support high quality learning for all pupils.
- Work collaboratively at both strategic and operational levels with parents, carers and across multiple agencies for the well-being of all pupils.

### **Accountability**

- Lead the development of positive, professional cultures with high levels of professional capital, in which all stakeholders recognise that they are accountable for the success of the school.
- Provide information and objective, professional advice and support to the Executive Team, Trust Board and Local Governing Body to enable them to meet their responsibilities for securing high quality teaching and learning, improving achievement and well-being for all pupils, efficiency and value for money.
- Ensure that parents/carers are well-informed about Learn-AT's and the school's vision and values, the curriculum, their pupils' achievement, and about the contribution they can make to supporting children's learning and well-being.
- Carry out any such duties as may be reasonably required by the Executive Team, Learn- AT's Trust Board or the Local Governing Body.

## Job Description

| <b>Appointment Criteria</b>   | <b>Essential</b> | <b>Desirable</b> | <b>Assessed from **</b> |
|---|------------------|------------------|-------------------------|
| <b>Qualifications</b>   |                  |                  |                         |
| Graduate  | *                |                  | 1                       |
| Qualified Teacher Status  | *                |                  |                         |
| NPQH  |                  | *                |                         |
| Further professional qualification  |                  | *                |                         |
| Post-graduate qualification   |                  | *                |                         |
| <b>Professional Development</b>   |                  |                  |                         |
| Evidence of regular, recent and appropriate professional development in educational leadership and management.  | *                |                  | 1                       |
| Successful completion of accredited Safer Recruitment Training.   |                  | *                | 1                       |
| Successful completion of Designated Safeguarding Lead training.   |                  | *                | 1                       |
| <b>Leadership and Management Experience</b>   |                  |                  |                         |
| Experience of successful leadership of school improvement which has had a significant and positive impact of pupil outcomes.  | *                |                  | 1, 2, 3                 |
| Experience of leading, promoting and participating in effective, research- informed professional development and learning which has impacted positively on pupil learning outcomes.   | *                |                  | 1, 2, 3                 |
| Recent experience of Ofsted inspection and understanding of the post- inspection planning process.  | *                |                  | 1, 2, 3                 |
| Experience of developing a culture of high expectations and distributed leadership.   | *                |                  | 1, 2, 3                 |
| Experience of promoting and developing excellent relationships with parents, governors and the wider community.   | *                |                  | 1, 2, 3                 |
| Secure understanding of the use and analysis of data to support school improvement.   | *                |                  | 1, 2, 3                 |
| Experience of budget management.  | *                |                  | 1, 2                    |
| Experience of working in a Church of England school and SIAMS.  | *                |                  | 1, 2, 3                 |
| <b>Experience and knowledge of teaching</b>   |                  |                  |                         |
| Wide experience of teaching and leading the development of high-quality teaching in schools.  | *                |                  | 1                       |
| Knowledge and understanding of current research and evidence about effective pedagogy, practice, curriculum and assessment.   | *                |                  | 1, 2, 3                 |
| <b>Professional Skills</b>  |                  |                  |                         |
| <i>Applicants should address the following six areas to demonstrate their knowledge, understanding of and experience in developing the National Standards for Headteachers. You should refer to the National Standards for Headteachers and in the supporting statement should provide evidence of how you have worked to the standards in your previous roles.</i> |                  |                  |                         |
| Shaping the Future  | *                |                  | 1, 2, 3                 |
| Leading Learning and Teaching   | *                |                  | 1, 2, 3                 |
| Developing Self and Working with Others   | *                |                  | 1, 2, 3                 |
| Managing the Organisation   | *                |                  | 1, 2, 3                 |
| Securing Accountability   | *                |                  | 1, 2, 3                 |
| Strengthening the Community   | *                |                  | 1, 2, 3                 |

| <b>Professional Attributes</b>  |   |   |         |
|---|---|---|---------|
| The ability and commitment to support the individual and distinctively Christian ethos and identity of each school.                                     | * |   | 1, 2, 3 |
| Ability to think and plan strategically and to respond positively and flexibly to change.   | * |   | 1, 2, 3 |
| High expectations for the achievement and behaviour of all pupils.  | * |   | 1, 2, 3 |
| High standards of personal professional competence and behaviour.   | * |   | 1, 2, 3 |
| High expectations of the professional competence and behaviour of colleagues.   | * |   | 1, 2, 3 |
| A full understanding of the requirements of the National Curriculum, principled assessment and accountability expectations.                             | * |   | 1, 2, 3 |
| A secure understanding of safeguarding policy, procedures and compliance requirements.  | * |   | 1, 2, 3 |
| A secure understanding of the current national education agenda.  | * |   | 1, 2, 3 |
| The ability to promote and participate in research-informed professional learning, through coaching, mentoring and personal study.                      | * |   | 1, 2, 3 |
| Competence in the use of IT for school leadership purposes.   | * |   | 1, 2, 3 |
| A sound knowledge of the role of IT in supporting pedagogy and learning across the curriculum.  | * |   | 1, 2, 3 |
| A secure understanding of and competence in school self-evaluation strategies.  | * |   | 1, 2, 3 |
| Excellent communication skills – the ability to communicate at all levels and to a variety of audiences.  | * |   | 1, 2, 3 |
| Ability to motivate and develop all staff.  | * |   | 1, 2, 3 |
| Understands the importance of a positive and optimistic, professional school culture, with high levels of professional capital to securing improvement. | * |   | 1, 2, 3 |
| Ability to delegate and to facilitate effective distributed leadership  | * |   | 1, 2, 3 |
| A commitment to collegiate, professional collaboration.   | * |   | 1, 2, 3 |
| Demonstrate personal and professional integrity, including the ability to model values and vision.  | * |   | 1, 2, 3 |
| The ability to prioritise, plan, organise and manage self and others.   | * |   | 1, 2, 3 |
| The ability to manage and resolve conflict.   | * |   | 1, 2, 3 |
| <b>Personal Skills and Attributes</b>   |   |   |         |
| Inspire, challenge, motivate and empower teams and individuals to achieve.  | * |   | 1, 2, 3 |
| A practising Christian  |   | * | 1, 2, 3 |
| Demonstrate personal enthusiasm and commitment for leadership, aimed at making a positive difference to the lives of children and young people.         | * |   | 1, 2, 3 |
| Demonstrate flexibility, energy, confidence and aspiration.   | * |   | 1, 2, 3 |
| Demonstrate humility, empathy and emotional intelligence.   | * |   | 1, 2, 3 |
| Resilient and optimistic.   | * |   | 1, 2, 3 |
| Demonstrate a capacity for sustained hard work.   | * |   | 1, 2, 3 |

**1 – Application**

**2 – Interview**

**3 - References**