

Executive Headteacher

Job Description and Person Specification

Statutory designation: The Executive Headteacher provides strategic leadership across the hub of primary schools and holds registered headteacher status at their home school. Each school's Head of School (or substantive Headteacher) holds statutory headteacher status for that setting, including for Ofsted/SIAMS inspection and statutory returns.

Safeguarding designation: The Executive Headteacher acts as strategic safeguarding lead across the hub and as a Deputy Designated Safeguarding Lead (Deputy DSL) escalation contact. The Designated Safeguarding Lead (DSL) for each school is the Head of School (or substantive Headteacher), who is the first responder for all safeguarding matters arising on site.

JOB PURPOSE

To develop an innovative, a happy and successful hub of primary schools by:

- strategic leadership of at least three vibrant primary-phase school settings grouped in a geographic hub. These are town and rural in location and context;
- setting high expectations of standards, culture and ambition and aspiration for all children and staff;
- nurturing, guiding and developing Headteachers and Heads of School, empowering them to lead with confidence;
- providing a strong, clear, inspiring and widely shared vision for its future and positive, incisive strategic direction and leadership to become a high achieving hub with sustainable success;
- ensuring the highest possible quality of education which is stimulating and exciting for all, with a range of opportunities and standards of attainment for every child;
- installing a sense of professional pride, engagement and professional dedication from all school leaders and the wider workforce;
- developing and managing each school in the hub efficiently and effectively, recognising and overcoming weaknesses, building on strengths, innovating and securing prolonged developments and improvements;
- fostering and building on the Christian ethos of the school where relevant, as welcoming to families of all faiths and none;

- embedding the school in the local community, and engaging children, parents and staff as a community of learners.



JOB DESCRIPTION

As an Executive Headteacher intent on taking forward and developing this hub of mainly primary schools, your key accountabilities will be:

Leadership and Strategic Direction

- Ensure that a clearly articulated vision for each setting is shared, understood and acted upon by everyone.
- Give clear leadership, educational direction and professional guidance through actively engaging Governors and staff to develop and implement agreed aims and policies through the School Development Plan.
- Work strategically with the School Effectiveness (SE) central team and attend all relevant meetings with them.
- Oversee, challenge and sign off the School Development Plan drafted by each Head of School, ensuring alignment with hub-wide strategic priorities.
- Provide a strong and positive ethos reflecting commitment to high achievement, a safe and effective learning environment, good relationships, and equality of opportunity for all children.
- Alongside each Head of School create, lead and work closely with a well-motivated, collaborative and supportive staff team, whose talents are valued, shared, utilised and celebrated to the benefit of each other and the children.
- Embed an enabling culture with distributed leadership and responsibility.
- Ensure the school provides educational excellence based on a supportive Christian ethos, the valuing of its staff, its quality of education, the standards achieved, the engagement and contentment of its children and the involvement of its parents and community.
- Develop and empower Headteachers and Heads of School to skilfully lead their settings with confidence, pride and professionalism.

Learning and Teaching

- Provide a happy and productive environment in which the care, well-being and fulfilment of the potential of each child is nurtured and valued.
- Monitor the successful implementation of the Early Learning Goals, curriculum requirements and the wider curriculum for the direct and full benefit of children and their learning.

- Foster excellent practice and high expectations and standards across the full age and ability range.
- Ensure there are effective monitoring, tracking and informed understanding and use of children's progress and achievements.
- Provide a safe, well-maintained, attractive and stimulating school environment.
- Develop and maintain strong programmes of extra-curricular activities.

Management and Accountability

- Provide effective developmental management across all schools in the hub to significantly improve outcomes with Ofsted and SIAMS evaluations.
- Ensure that safeguarding arrangements are a key priority across all schools in the hub at all times. Act as strategic safeguarding lead across the hub and Deputy DSL escalation contact, supporting each Head of School in their role as on-site DSL. Ensure consistent safeguarding standards, training and culture across all settings
- Evaluate accurately and consistently each school's performance and identify priorities and means for improvement.
- Use educational data to inform practice and decisions in management and teaching.
- Lead and manage the annual planning, monitoring, budgeting and evaluation procedures in partnership with Governors and staff.
- Ensure efficient operational management across the hub, supporting each Head of School in the management of their school's premises, finances and resources.
- Lead the recruitment, monitoring, evaluation and development of senior staff across the hub (Heads of School and other senior leaders). Oversee the consistency and quality of recruitment, performance management and CPD across all schools, with each Head of School holding day-to-day line management responsibility at their setting.
- Ensure that clear, suitable and effective accountability procedures are enacted and that there are means to report periodically to all stakeholders.
- Inform, advise and assist each Local Governing Body within the hub. Attend at least one full LGB meeting per school per term as well as those at the home school, and additionally any meeting addressing safeguarding, HR, exclusions, complaints or inspection matters. Work alongside each Head of School at LGB meetings, leading on strategic, hub-wide and trust-level matters while the Head of School leads on operational, school-specific matters.
- Ensure the effective management of all data protection, health, safety and well-being matters, including safeguarding, in line with school and national frameworks.

Development

- Facilitate and initiate new ideas and encourage developments in the curriculum, teaching and learning.
- Use Information and Communications Technologies actively to benefit teaching and children's learning and to support the school's management systems and communications internally and externally.
- Ensure effective staff development and training, providing opportunities for each individual's personal and professional growth and for sharing these for mutual benefit.
- Demonstrate evident commitment to your own professional development.

Decision rights and division of responsibilities

To ensure clarity between the Executive Headteacher (EHT) and each Head of School (HoS), the following decision rights apply across all schools in the hub:

- Vision and strategic plan: drafted jointly with each HoS; final sign-off by the EHT and the relevant Local Governing Body. The EHT sets hub-wide strategic direction; each HoS leads operational delivery at their school.
- Teaching and support staff recruitment: each HoS leads selection panels and recommends appointments at their school; the EHT countersigns offers and is consulted on all senior appointments (Deputy Head, Assistant Head, Business Manager, SENCO).
- Line management: the EHT line manages each HoS. Each HoS line manages all other staff at their school.
- Annual budget setting: led by the EHT in consultation with each HoS and Local Governing Body. Each HoS is the operational budget-holder for day-to-day spend at their school within the agreed envelope.
- Self-Evaluation Form (SEF) and School Improvement Plan: drafted by each HoS; reviewed, challenged and signed off by the EHT.
- Ofsted/SIAMS first response: each HoS leads on-site response and inspector liaison; the EHT leads on strategic accountability to the Trust and Local Governing Body.
- Behaviour, exclusions and safeguarding: each HoS leads as DSL and on-site Headteacher; the EHT consulted on permanent exclusions and complex safeguarding cases.
- Curriculum design and pedagogy: each HoS leads at their school within the framework agreed across the hub by the EHT.
- Local Governing Body meetings: each HoS attends all meetings of their school's LGB as standing senior leader. The EHT attends each LGB at least termly to provide strategic and

hub-level context, and additionally for any meeting addressing safeguarding, HR, exclusions or inspection matters.

Working with Others

- Forge and develop strong and supportive relationships and positive liaison with parents, governors, the community, other schools, ODBST and the services and agencies which support education.
- Co-operate and work with relevant agencies to protect children, with special regard to Safeguarding and Child Protection agencies.
- Promote the development and effective use of links and partnerships beyond the school, including with community organisations.
- Represent the school positively at external events and meetings.



Person Specification

These criteria will be the basis for the short-listing and interview process. Applicants are requested to take account of them when applying.

A = Application

I = Interview

R = Reference

A. Qualification and Experience	Essential Desirable	How to be assessed
You will have:		
1 A Degree and Qualified Teacher Status (with graduate or postgraduate study relevant to primary education).	E	A/R
2 Leadership experience across either/or all Primary, Junior and Middle school phases	E	A/I/R
3 Experience of cross-MAT leadership including oversight of multiple budgets and different staffing structures	E	A/I/R
4 Effective leadership and change management experience with the ability to demonstrate tangible improvements achieved from guiding a school through a period of transition.	E	A/I/R
5 NPQEL or equivalent senior leadership qualification.	D	A
6 A record of recent professional development that prepares for this post	D	A/I/R
7 Significant and recent experience of successful primary teaching in schools with rich social and cultural diversity.	E	A/I/R
8 Experience of developing and implementing ambitious yet accessible curriculums to meet the needs of all learners.	E	A/I/R
9 Experience of working effectively with Local Governing Bodies and/or Trust Boards in a senior leadership capacity.	E	A/I/R
10 Experience of holding Deputy DSL responsibility or strategic safeguarding oversight across multiple settings	E	A/I/R

B. Qualities, Skills and Capabilities		
You should have:		
1. A passionate and informed commitment to children’s development and their engagement with schooling.	E	A/I
2. Demonstrable ability to have courageous and difficult professionally challenging conversations and use formal process to drive change and improve standards across the group of schools.	E	A/I
3. Being a visible and respected leader whilst being approachable with a high-level of emotional intelligence.	E	A/I
4. Experience of the development of inclusive practice for all members of the school community.	E	A/I
5. The drive and ability to take up the role of leader, provide clear direction, promote the vision and values.	E	A/I
6. The skills to manage development and change, take positive risks, and enthuse and motivate others, inspiring continual improvement.	E	A/I/R
7. Evidence of successful inspection by Ofsted and Ofsted-ready preparations at senior level.	E	A/I
8. Evidence of successful inspection through the SIAMS framework.	E	A/I/R
9. Demonstrable evidence of managing school budgets.	E	A/I/R
10. An understanding of the tools for assessment, data collection and the ability to monitor, analyse and evaluate pupil data to continuously improve the impact of the school.	E	A/I/R
11. A strong understanding of the factors which drive pupils’ personal development, developing responsible, respectful and active citizens so they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.	E	A/I/R
12. A clear understanding of how leaders and staff create a safe, calm, orderly and positive environment in the	E	A/I/R

school and the impact this has on the behaviour and attitudes of pupils		
13. The ability to develop a strong sense of community and vision for the school and its facilities, involving partnership with parents, the local community and other bodies.	E	A/I
14. The ability to identify, prioritise, monitor, analyse, evaluate and manage financial and human resources to achieve educational goals.	E	A/I
15. The ability to understand and make positive use of the rich social and cultural diversity within the school and the surrounding community.	E	A/I
16. Good interpersonal skills and be approachable for all members of the school community, skilled in listening to views and ideas, sharing these and enabling decision-making, so as to provide the best for the children, staff and parents.	E	A/I
17. Good, consistent contact and communication skills, written and oral, all stakeholders.	E	A/I
18. An approach that is respectful and in sympathy with the Christian foundation of the school and the skills to lead a church school.	E	A/I/R
19. Resilience, perseverance and optimism in the face of difficulties and challenges.	E	A/I
20. A commitment and dedication to the protection and safeguarding of children, social justice, equality and excellence	E	A/I/R
21. The ability to inspire, challenge and empower others to attain higher goals.	E	A/I/R
22. A commitment to continuous professional development of yourself and others.	E	A/I/R
23. Experience of leading successful organisational change and building partnerships	E	A/I

<p>24. Ability to lead through Heads of School — empowering, holding to account, and building leadership capacity rather than directly managing day-to-day operations</p>	E	A/I/R
<p>25. Ability to work constructively across multiple Local Governing Bodies, balancing hub-wide strategic priorities with each school's distinct operational realities</p>	E	A/I/R
<p>C. Knowledge and Understanding</p>		
<p>You should possess:</p>		
<p>1. The ability to communicate a clear vision for the school and how it will develop over the next five years, knowing and implementing what is required for the school to become a high-achieving school.</p>	E	A/I
<p>2. A well-informed understanding of children’s learning and a passion for leading learning and teaching.</p>	E	A/I
<p>3. Ways to enhance high standards, enabled through careful monitoring, evaluation and target setting with staff and Governors.</p>	E	A/I/R
<p>4. An outstanding knowledge and understanding of the nature and teaching of the primary curriculum, with a clear sense of the role, value and vitality of the wider curriculum including PSHE, Citizenship and RSHE.</p>	E	A/I
<p>5. Knowledge and understanding of the context of a Church of England primary school and of Christianity alongside awareness of and respect for other faiths.</p>	E	A/I/R
<p>6. Knowledge and the ability to create and implement a School Development Plan securing continuing school improvement.</p>	E	A/I
<p>7. Evidence of the management of the performance of staff, setting and measuring targets and reporting on salary implications.</p>	E	A/I
<p>8. In-depth knowledge and experience of child protection and safeguarding procedures.</p>	E	A/I
<p>9. Understanding and the ability to motivate, inspire and enable all staff to carry out their respective roles to the</p>	E	A/I

highest standard through performance management and continuing professional development.	E	A/I
10. A good understanding of health and safety legislation and the ability to actively promote the safety and well-being of pupils and staff.	E	A/I
11. Knowledge and the ability to provide objective support and advice to the Local Governing Body, to enable it to meet its responsibilities.	E	A/I
12. Understanding and the ability to ensure that parents and carers are well informed about the curriculum and about the contribution they can make to achieve their children’s progress and attainment.	E	A/I
13. Understand the strategic importance and use of Information and Communication Technologies in teaching, learning, management and communications.	E	A/I
14. Understanding of the legal and regulatory boundaries of the Executive Headteacher role, including how it differs from a registered/statutory headteacher	E	A/I
15. Understanding of KCSIE expectations regarding the on-site presence and seniority of the Designated Safeguarding Lead, and how to provide effective strategic safeguarding oversight across multiple sites	E	A/I