

## Hull Collaborative Academy Trust Job Description

---

<b>Post title:</b>	<b>Headteacher</b>
<b>Reports to:</b>	<b>CEO / Trust Board</b>
<b>Grade:</b>	<b>Leadership Pay Scale</b>

---

### Main Purpose of the Post

To provide professional leadership and management of the school that will provide a secure foundation from which to achieve high standards in all areas of school work in line with the School Teachers' Pay and Conditions document and the Teachers' Standards.

### Roles and Responsibilities

#### **Managing the organisation**

1. Produce and implement clear evidence-based improvement plans and policies for the development of the school and its facilities.
2. Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school.
3. Implement successful performance management processes with all staff.
4. Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
5. Integrate and use a range of technologies effectively and efficiently to support the management of the school.
6. Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
7. Provide information, objective advice and support to the Trust board to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement.

#### **Leading, Learning and Teaching**

8. Ensure a consistent and continual school-wide focus on raising pupils' achievement.
9. Develop a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
10. Implement strategies which secure high standards of behaviour and attendance.
11. Determine, organise and implement the curriculum.
12. Monitor and evaluate the curriculum and its assessment and identify and act on areas for improvement.
13. Use data and benchmarks to monitor progress in every child's learning and focus teaching.
14. Take a strategic role in the development of new technologies to enhance and extend the learning experience of pupils.

15. Monitor and evaluate the quality of teaching and standards of learning and achievement of pupils across the school.
16. Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs.

### **Inclusion, Equity and Entitlement**

17. Build a school culture and curriculum which takes account of the richness and diversity of the school's community.
18. Create and promote positive strategies for developing good race relations and dealing with racial harassment.
19. Ensure learning experiences for pupils are linked into and integrated with the wider community and celebrate cultural diversity.
20. Collaborative with other agencies in providing the intellectual, spiritual, moral, social and cultural wellbeing of pupils and their families.

### **School Teachers' Pay and Conditions Document**

21. To perform the professional duties and responsibilities of a Headteacher in accordance with the Part 9 of School Teachers' Pay and Conditions Document 2012 (STP&C).

### **Whole school organisation, strategy and development**

22. Provide overall strategic leadership and with others, lead, develop and support the strategic direction, vision, values and priorities of the school.
23. Develop, implement and evaluate the school's policies, practices and procedures.

### **Teaching**

24. Lead and manage teaching and learning throughout the school, including ensuring save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils below;
  - a) In the first, second, third and fourth key stages, for foundation and other subjects and religious education.
  - b) In the preliminary stage.

### **Health, safety and discipline**

25. Promote the safety and well-being of pupils and staff.
26. Ensure good order and discipline amongst pupils and staff.

### **Management of staff and resources**

27. Lead, manage and develop the school workforce, including appraising and managing performance.
28. Organise and deploy resources within the school.
29. Promote harmonious working relationships within the school.
30. Maintain relationships with organisation representing teachers and other members of the school's workforce.
31. Lead and manage the school's workforce with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

### **Professional development**

32. Promote the participation of staff in relevant continuing professional development.
33. Participate in arrangements for the appraisal and review of their own performance, and, where appropriate, that of other teachers and support staff, including induction.

### **Threshold assessment**

34. Decide whether a teacher at the school who applies for a post-threshold teacher assessment meets the relevant standards.

## Responsibility

### **1. Responsibility for Staff:**

- Treat people fairly, equitably, with dignity and respect to create and maintain a positive school culture using restorative approaches.
- Share leadership, build teams and work co-operatively within and outside the school to achieve school goals and objectives.
- Build a collaborative learning culture within the school and to actively engage with other schools and build the community.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, and ensure clear delegation of tasks and devolution of responsibilities.
- Acknowledge and celebrate the responsibilities and achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for personal development.
- Manage own workload and that of others within the school to ensure work/life balance.
- Be responsible for conducting and monitoring performance management.

### **2. Responsibility for Customers/Clients:**

- Build on the school's vision ensuring it is fully embraced, clearly articulated and acted upon effectively by all.
- Embody the vision and values of the school.
- Continue the restorative approaches up held by the Trust.
- Motivate and work with others to create a shared culture and positive climate.
- Ensure that strategic planning takes account and responds to the diversity, values, wider local and national agendas and experience of the school community at large.
- Ensure that the needs of every child is considered and met and that no child is left behind.

### **3. Responsibility for Budgets:**

#### Administration and budget

- Plan, administer and monitor the school's budget which is linked to the school improvement plan.
- Work with staff to produce a school improvement plan which addresses identified areas of need.
- Review and evaluate areas of spending to ensure best value.
- Set administration routines in the school to ensure efficiency.

### **4. Responsibility for Physical Resources:**

- Have overall responsibility for the school buildings and contents.
- Have a knowledge and understanding of the school building and how it is managed and run work with staff to ensure resources are sufficient and suitable for curriculum delivery.

### **Decision Making**

The Trust Board will determine the level of decisions taken by the Headteacher by the annual completion of the decision planner.

The Headteacher will build relationships based on trust, honesty and openness to allow open and frank discussion about the key direction and purpose of the school. Based upon these agreed principles, decisions will be made and a commonality of approach developed. Decisions will be taken based upon the school vision, school ethos and school improvement plan.

The Headteacher is responsible for making decisions on all of the key accountabilities. It is expected that distributive leadership would be developed, others would be included in decision making, to ensure that members of the leadership team are empowered to make these decisions in the absence of the Headteacher.

#### Contact with children

This post involves contact with children in a school setting and has safeguarding responsibilities.

### Contacts and Reason for the Contact:

#### **1. Within the School**

The Headteacher will liaise with all staff members over issues connected with the school. They will prepare and present reports to other members of staff, trustees and parents necessary.

The Headteacher will prepare and present courses where necessary and provide written and oral feedback to staff after formal or informal monitoring. The Headteacher will build strong relationships with children and parents in the school.

#### **2. Within the Trust**

The Headteacher will meet with colleagues from across the Trust in connection with their position as Headteacher and as a senior member of the school leadership team. They will prepare and present reports as required.

#### **3. With External Bodies to the Academy**

The Headteacher will meet with and represent the school with external colleagues in connection with their position as Headteacher and as a senior member of the school leadership team, and prepare and present reports as required.

### Risks to health

**Physical demands** – Low risk due to minimal physical effort needed, reducing risk of tiredness, aches and pains over and above that are normally incurred in a day-to-day office environment.

**Working conditions** – Low risk due to suitable office working conditions on a day-to-day basis.

**Emotional demands** – Medium risk due to exposure to objectionable situations over and above that normally incurred in a day-to-day office environment.

HCAAT are committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 so is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.

HCAAT provide front line services, which recognise the need to respond flexibly to changing demands and circumstances. The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with HCAAT Policies and Procedures.

HCAAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.

HCAAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.

The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the school, as your employer and you as an employee. In addition to

the schools overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the school's Health and Safety policy.

## Person Specification

The person specification should be agreed in advance of the advert being placed and should specify criteria that will be used to decide the best candidate for the post. The selection process should be designed to test all of the requirements including questions, tests, presentation etc.

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
QUALIFICATIONS	QTS.	AF, I	Additional award bearing qualifications  National Professional Qualification for Headship (NPQH)	AF  AF
EXPERIENCE	<p>Experience in Senior Leadership in a primary phase of at least Deputy Headship, Assistant Headship or equivalent.</p> <p>Proven track record of whole school leadership that demonstrates improvement across a range of measures.</p> <p>Successful teaching experience across the primary phase, in more than one key stage.</p>	<p>AF</p> <p>AF</p> <p>AF</p>	Experience of Headship.	AF

	Successful experience of raising standards in core subjects, including for SEND/ disadvantaged/ other pupil groups	AF		
KNOWLEDGE	To know how to set high expectations and to monitor progress in order to raise standards of learning and teaching.	R, I	A proven track record in developing a whole school culture of the highest aspirations and expectations.  Knowledge of various coaching/ training models that bring about staff development.	R,I
	To know how to support and develop all staff in achieving high standards and to challenge poor performance whenever it occurs.	R, I		R,I
	In depth curricular and pedagogical knowledge across the primary sector (EYFS, KS1 and KS2).	R, I		
	Knows how to develop self through: collaborating/networking with others, accepting and using feedback to improve own practice and that of the school, accepting support from others, commitment to own continuing professional development, modelling and sustaining an appropriate work-life balance, delegating to others, planning and organising own time effectively.	R, I		
	Knows how to manage the organisation effectively and efficiently on a day-to-day basis ensuring compliance in all areas.	R, I		



	<p>A knowledge of budget management to ensure effective deployment of resources.</p> <p>Understand which key aspects of the national and local agenda are relevant to the school context – e.g. RISE agendas, foundational knowledge</p> <p>Knows how to combine the outcomes of regular school self-evaluation with external evaluations to raise standards.</p> <p>Know how to build and maintain restorative relationships with all stakeholders.</p> <p>Understands the importance of all individual and groups of pupils reaching their full potential.</p> <p>A knowledge and commitment to safeguarding and promoting welfare of children and young people.</p> <p>Keep abreast of national educational foci eg RISE agendas</p>	<p>RI</p> <p>R, I</p> <p>R, I</p> <p>R, I</p> <p>R, I</p> <p>R, I</p> <p>R, I</p>		
SKILLS	<p>Ability to think strategically to build an ambitious vision for the school and communicate to all.</p> <p>Able to demonstrate personal commitment to promote effective</p>	<p>R, I</p> <p>R, I</p>	<p>Ability to harness the support of all stakeholders in realising the strategic vision.</p>	<p>R, I</p>

	learning for all children and young people.	R, I		
	Ability to develop, empower and sustain teams and individuals including the development of future leaders through delivery of school vision.	R, I		
	Able to challenge and influence and motivate others to attain high goals in a restorative way.	R, I		
	Ability to make effective decisions based on informed judgements.	R, I		
	Able to provide trustees and members with the high-quality information that is needed to implement their role as critical friends.	R, I		
	Able to listen to, reflect upon and act on community feedback from all stakeholders.	R, I		
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	R, I		
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.	R, I		

PERSONAL QUALITIES	<p>Ability to communicate effectively with trustees and stakeholders.</p> <p>Able to engage the whole school community in the rigorous self-evaluation of the school's work.</p> <p>Excellent communication skills – highly developed verbal skills to influence, motivate, negotiate and train others.</p> <p>Excellent written skills to produce reports and letters as well as other documentation associated with the role.</p>	<p>R, I</p> <p>R, I</p> <p>I</p> <p>AF, I</p>	<p>Relentless determination and aspiration to achieve the highest outcomes for all groups of pupils.</p>	<p>R, I</p>
OTHER REQUIREMENTS	<p>Supportive reference from employer.</p> <p>Declaration of full details of everything on candidate's criminal record.</p> <p>The successful candidate's appointment will be subject to HCAT obtaining a satisfactory Enhanced DBS check.</p>	<p>R</p> <p>AF, I</p> <p>AF, I</p>		

\*Key: AF=application form; I=interview; T=test; P=presentation; R=references