

Post Title: Headteacher

Job Description

Role Purpose:

- The Headteacher will provide outstanding educational vision, leadership and direction for the Academy, ensuring great pupil outcomes are achieved sustainably, and annual performance targets are met.
- The Headteacher will have core responsibility for: teaching and learning, curriculum development, developing teaching staff and creating a culture of safety and happiness within the academy. They will also have responsibility for the operational management of the academy, working with their professional services business partners in finance, estates, HR and IT.
- The Headteacher will report to the Education Director
- Headteachers will work with other E-ACT academies within the region and Trust, to enable and support the sharing of good practice within the Trust, with a strong focus on the quality of teaching and learning.
- The Headteacher is accountable to E-ACT's Trustees and is responsible for creating a productive learning environment which reflects E-ACT's ethos.

Duties and responsibilities

The Headteacher will be expected to lead in the following four areas. The activities listed below indicate what success in the area will look like:

Teaching and learning

- Ensure that there is fantastic teaching, in every classroom, for every child. Working with staff to promote high quality teaching across all subjects and ensure that every teacher in the academy is developing their practice to becoming outstanding teachers.
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- Ensure that every teacher within the academy prepares their lessons well, delivers in an inspiring way and feeds back to children appropriately to ensure that great progress is made by every student
- Ensure that every teacher gains maximum benefit of their additional annual CPD days, creating tailored, specific development programmes for individual development.
- Ensure that every teacher is properly appraised, with quality discussion around strengths, weaknesses and with full objectives and planned support/development for the year ahead
- Ensure that any teaching under-performance is tackled in a timely and appropriate way,

- Make sure the school's assessment system is fit for purpose and provides teachers with useful information about pupils.
- Identify areas where staff may benefit from sharing good practice or accessing support from other schools in the trust.
- Ensure that your academy has in place an engaging and inspiring curriculum that is appropriate for the cohort of children.
- Ensure that appropriate transition phases are included within all curriculum plans and models.
- Monitor the outcomes of pupils and draw out any patterns of underperformance in key groups of pupils, such as disadvantaged pupils or pupils with special educational needs.
- Make sure standards of behaviour are high to foster an environment in which learning can thrive.
- Inspire and influence others - within and beyond the Academy and Trust – through your innovative, high quality educational leadership that leads to positive outcomes for children.

Curriculum Development

- Ensure that your academy has in place an engaging and inspiring curriculum that is appropriate for the cohort of children
- Review and assess each subject area within your academy to ensure that the current offer is appropriate to the current student cohort, and that it will have maximum impact on outcomes
- Ensure that appropriate transition phases are included within all curriculum plans and models
- Ensure that 100% of assessments are completed with integrity and fully compliant to examination body requirements – at all key stages
- Ensure effective internal and external moderation arrangements are in place in your academy
- Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Oversee the implementation of high-quality Special Educational Needs and Disabilities (SEND) provision, ensuring all students receive tailored support to achieve their full potential. Link in with the Trusts SEND provision and support.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

Culture

- Ensure that you and all teaching staff within the academy think big, do the right thing and develop and nurture a positive team spirit
- Ensure that there is a safe and happy culture within your academy, adhering to outstanding safeguarding practice, pupil behaviour and attendance.
- Establish a culture of leadership development amongst all of your staff.
- Ensure a positive learning culture through the consistent application of a robust behaviour policy. Ensuring rewards and sanctions, up to and including suspension, are applied appropriately and consistently and adhering to statutory guidance.
- Regularly hold your teachers to account to ensure that they and their teams are being the best they possibly can be. This will include honest and sometimes hard conversations, and will need to be guided by doing the right thing.
- Ensure high attendance to, and minimise persistent and severe absence from, school through the robust and meticulous application of the Academy's attendance policy; with full adherence to statutory guidance and the Trust's graduated response.
- Implement the People Strategy, encouraging a people-first culture that priorities engagement, impact and learning and development.
- Establish a culture of leadership development amongst all of your teaching staff, providing training and continuing professional development (CPD) opportunities for all school staff.
- Ensure that regular all staff meetings are held and positively contributed to.
- Ensure that your academy establishes positive relationships with its local community.
- Ensure that you work effectively and closely with your Academy Ambassadorial Advisory Group.
- Ensure effective communication to all staff and parents within your academy, and between you and the Education Director and the national team.
- Champion the promotion of Fundamental British Values (FBV) and equality, ensuring an inclusive environment that respects diversity and prepares students for active citizenship in a multicultural society.
- Ensure that the achievements of pupils and staff are properly recognised and celebrated. Taking part in trust wide celebrations where relevant.
- Develop effective relationships with fellow professionals and colleagues within the Trust and in other public services to improve academic and social outcomes for all children.

Standard Operating Procedures

- Fully engage in all the boards (such as PAB, CAB and LAB) and networks, providing honest feedback on how your academy is performing, its strengths and its weaknesses. Ensure that all paperwork submitted is of a high quality and on time.

- Ensure the school's budget and resources are utilised effectively with regular meetings with your Finance business partner and Education Director who will provide support and challenge.
- Ensure all governance assurance activities, including Trust Reviews, are well planned, and appropriately prepared for. Ensuring all paperwork is completed in detail, with accuracy and fidelity and submitted in a timely manner. Ensuring action trackers are monitored, kept up-to-date, and actioned within the specified timescales.
- Implement the trust's appraisal policy and other management processes and systems. Feedback any 'people' issues to the Education. Director.
- Support the implementation of trust-wide policies and school-level policies.
- Work effectively with the Operational Leads and Business partners in IT, Estates, Finance, HR, Recruitment/Talent and Operations to ensure that the educational requirements of the academy can be met.
- Ensure value for money in any delegated financial responsibilities for purchasing and procurement.
- Ensure that you adhere to the E-ACT Scheme of Delegated Authority.
- Manage all educational risks within your academy effectively, ensuring that all required mitigations are in place.
- Be responsible for safeguarding within the Academy and working with the Education Director to ensure that Safer Recruitment procedures are adhered to for every appointment. You will be expected to complete Safer Recruitment training at least every two years.
- Undertake self-evaluation and school improvement planning alongside the trust-wide strategy to improve areas of weakness in the school.
- Support the recruitment of teaching and non-teaching staff where necessary in co-ordination with the relevant member of the trust staff, where you centralise elements of school-level recruitment.
- Identify areas of progression and promotion for staff that support succession planning for the school.
- Manage all educational risks within your academy effectively, ensuring that all required mitigations are in place.

Other areas of responsibilities

- Referring to Leadership and Headteacher standards.
- The head teacher will be required to safeguard and promote the welfare of children and young people and follow school and trust policies.
- Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks expected to be carried out. The postholder

may be required to do other duties appropriate to the level of the role, as directed by the National Education Director.

- E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

PERSON SPECIFICATION

Whether you're a 3year old in nursery learning to explore the world around you, an 18year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	<ul style="list-style-type: none"> • Show energy, enthusiasm and passion for what you do • Demand the highest quality in all that you do, and in the work of your team • Willing to champion new ideas and think beyond the status quo • Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better • Be open to new ideas and change where it will have a positive impact on the organisation • Show a willingness to embrace different ideas and ways of thinking to improve E-ACT • Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work • Commitment to self-development, and developing your wider Team • Ability to self-reflect on yourself, your performance, and to think about how this could be improved further • Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	<ul style="list-style-type: none"> • Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work

	<ul style="list-style-type: none"> • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	<ul style="list-style-type: none"> • Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

KNOWLEDGE, EXPERIENCE & SKILLS

Requirement

E - Essential

D - Desirable

Assessed at

A - Application Stage

I - Interview Stage

P - During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	Maths and English GCSE at grade C or above	X		X	X	
	Relevant qualifications including QTS	X		X	X	
	Knowledge and understanding of safeguarding.	X		X	X	X
Experience	Successful senior leadership and management experience in a school.	X		X	X	X
	Succesful and impactful teaching	X		X	X	X
	Involvement in school self-evaluation and development planning.	X		X	X	X
	Ability to lead, manage and motivate a large team and promote positive working relationships	X		X	X	X
	Deep understanding of high quality evidence based teaching and learning	X		X	X	X
	Demonstratable experience of successful line management and staff management.	X		X	X	X
Skills	Data analysis skills and the ability to use data to set targets and identify weaknesses.	X		X	X	X
	Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve	X		X	X	X
	Understanding of school finances and financial management	X		X	X	X
	Ability to communicate a vision and inspire others	X		X	X	X
	Ability to build effective working relationships	X		X	X	X
	The ability to write clearly and concisely and to produce and maintain documents and systems	X		X	X	X
	Ability to demonstrate diplomacy and tact	X		X	X	X
	Show resilience and calmness under pressure	X		X	X	X
	Ability to negotiate and obtain cooperation from others	X		X	X	X

