

<b>Job Title:</b>	Headteacher	<b>Reports to:</b>	Regional Director
<b>Location:</b>	Salsbury Academy for Inspirational Learning	<b>Accountable to:</b>	Chief Executive Officer
<b>Salary/Grade:</b>	Leadership Scale 21-27	<b>Hours of Work:</b>	Full-time

The job description may be amended at any time following discussions between the Headteacher/Regional Director/CEO and will be reviewed annually as part of the Headteacher's performance review.

## Principle Purpose of the Role

The core purpose of the Headteacher is to provide professional leadership and management for the schools. This will promote a secure foundation from which to achieve high standards in all areas of the school's work.

### The Headteacher will:

- Provide visionary leadership that inspires staff, pupils, and stakeholders towards shared goals
- Empower staff to excel through professional development, collaborative practices, and shared decision-making
- Effectively manage teaching and learning
- Promote excellence, equality, and high expectation for all pupils
- Be the lead professional for safeguarding and child protection
- Evaluate school performance and identify priorities for continuous improvement
- Deploy resources effectively to achieve the school's aims
- Carry out day-to-day management, organisation, and administration
- Secure the commitment of the wider community by maintaining and developing active partnerships
- Create a safe and productive learning environment which is engaging and fulfilling for all pupils
- Work effectively with the School's Local Governing Board and Trust Leadership

## To improve the life chances of children and young people

The Headteacher will work with the Regional Director, Local Governing Board and Trust to develop a staff that has the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes in order to promote the rights of children and young people. They will recognise the role that parents, carers and families play in helping children and young people to succeed and thrive through being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being.

### The Headteacher will ensure that staff:

- Listen, question and respond to what is being communicated by children and those caring for them
- Demonstrate knowledge of the physical, intellectual, linguistic, social and economic growth and development of babies, children and young people
- Recognise when a child or young person may not be achieving their developmental potential or their health may be impaired and be able to identify sources of help for them and their families
- Understand the impact on a young person of transitions they may be going through



- Work successfully on a multi-agency basis and be clear about the role of the Headteacher and the roles of other professionals
- Adopt the right approach to information sharing by following the correct procedures and by ensuring that the child or young person, parent or carer understands the process

### To shape the future

The Headteacher will work with the Regional Director, Local Governing Board and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school communities and to develop the ethos of the schools linked to its core aims and values.

#### **The Headteacher will:**

- Think strategically, build and communicate a coherent vision in a range of compelling ways
- Inspire, challenge, motivate and empower others to carry the vision forward
- Model the values and vision of the schools.

### To lead teaching and learning

The Headteacher will take responsibility for raising the quality of teaching and learning and for pupils' achievements within a successful learning culture.

#### **The Headteacher will:**

- Demonstrate personal enthusiasm for, and commitment to, the learning process
- Demonstrate the principles and practice of effective teaching and learning
- Access, analyse and interpret information
- Initiate and support research and debate about effective teaching and learning and develop relevant strategies for performance improvement
- Acknowledge excellence and challenge poor performance across the school

### To develop self and work with others

The Headteacher will develop relationships and communication which underpin a professional learning community that enables everyone in the school to achieve.

#### **The Headteacher will:**

- Foster an open, fair, equitable culture and manage conflict
- Develop, empower, and sustain individuals and teams
- Enable staff to manage their workload to achieve an appropriate work-life balance
- Collaborate and network with others within and beyond the schools and trust
- Challenge, influence and motivate others to attain high goals
- Give and receive effective feedback and act to improve personal performance
- Accept support from others including colleagues, governors, Trust, and the Local Authority

### To manage the organisation



The Headteacher will provide effective organisation and management of the schools and seek ways of improving organisational structures and functions based on rigorous self-evaluation.

Through effective collaboration with others, they will ensure that the schools and the people and resources within it are organised and managed to provide an efficient, effective, and safe learning environment for pupils, staff and members of the school communities. This includes adhering to safe employment procedures which place the safety of children and young people at the heart of all practices.

**The Headteacher will:**

- Build a strong school culture that prioritises innovation, resilience, and adaptability
- Champion operational excellence and impactful change leadership
- Establish and sustain appropriate structures and systems
- Delegate management tasks and monitor their implementation
- Prioritise, plan, and organise his/her own work and that of others when appropriate
- Make professional, managerial, and organisational decisions based on informed judgements
- Think creatively to anticipate and solve problems

### To secure accountability

The Headteacher is legally and contractually accountable to the Trust and Local Governing Board for the schools, its environment and all its work. The Headteacher must also fulfil wider accountabilities in relation to pupils, parents, carers, the Trust, the Local Authority, and other relevant groups.

**The Headteacher will:**

- Demonstrate awareness of national policy direction and anticipate educational trends
- Engage the school communities in systematic and rigorous self-evaluation of the work of the schools and work closely with the Local Governing Board to ensure that effective self-evaluation informs school improvement priorities
- Collect and use a rich set of data to understand the strengths and weaknesses of the school
- Combine the outcomes of regular school self-review with external evaluations in order to develop the school.
- To actively monitor and respond to SEN initiatives at national, regional and local levels, identifying opportunities to expand the Academy's provision and following these through to fruition.
- To ensure high quality provision of the RIGGS Unit which is a unit commissioned by the local authority and provides support to others beyond the school.

### To strengthen community

The Headteacher will engage with the internal and external school communities to secure equity entitlement. This includes collaborating with other schools and with parents and carers and other agencies for the well-being of all children and developing extended services to meet the needs of the community.

**The Headteacher will:**

- Recognise and take account of the richness and diversity of the school communities



- Engage in a dialogue which builds partnerships and community consensus on values, beliefs, and shared responsibilities
- Listen to, reflect, and act on community feedback
- Build and maintain effective relationships with parents, carers, partners, and the community that enhance the education of all pupils.

Job Descriptions are not exclusive or exhaustive and the nature of the Headteacher's position entails that the post holder may be required to carry out additional duties as reasonably required.

The nature of this post will require flexibility to meet urgent work needs as they arise. This may entail some work outside normal term-time hours. The job description therefore is not intended to be exhaustive. The post holder will be expected to adopt a flexible attitude to the duties and hours to meet deadlines and deliver key objectives.

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## Person Specification

Education and Training			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Qualified Teacher Status with a successful NQT year completed	E	X	
Degree or equivalent qualification	E	X	
Evidence of continuing professional development	E	X	X
National Professional Qualification of Headship or working towards completion	D	X	
Professional Development			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Evidence of appropriate professional development for the role of Headteacher (leadership & management)	E	X	X
Attendance at a range of training dealing with current educational issues	E	X	X
Contribution to staff development across all phases (e.g. coaching, mentoring, INSET for staff)	E	X	X
Completion of safer recruitment training	E	X	X
Completion of appropriate Child Protection training	E	X	X
Completion of Designated Safeguarding Training	D	X	X
Leadership			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Recent substantial successful senior leadership	E	X	X
Able to demonstrate successful/effective leadership in a school	E	X	X
Experience of leading whole school improvement with evidence of impact	E	X	X
Experience of policy development and implementation	E	X	X
Experience in school self-evaluation and development planning. Understanding and experience of the importance of critical self- evaluation to improve outcomes.	E	X	X
Possess an awareness of the financial management of a primary school / experience with any aspect of the budgeting process.	E	X	X
Experience of working with the Local Governing Body	D	X	X
Experience			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Experience of leading a school through Ofsted	E	X	X
Significant teaching experience within the primary phase with proven skills as a class teacher with an ability to demonstrate and share outstanding practice	E	X	X



Possess a currently knowledge and understanding of all primary phases: EYFS, KS1 and KS2	E	X	X
Experience of providing professional challenge and support to others through the performance management process	E	X	X
Ability to use data effectively, utilising assessment and target setting to raise standards	E	X	X
Able to exemplify how the needs of all pupils have been met through high quality teaching including effective provision for pupils in receipt of PPG, SEND and vulnerable cohorts	E	X	X
Possess and demonstrate understanding of strategies to promote positive behaviour management and evidence effective implementation of a range of behaviour management strategies	E	X	X
Competent with the use of ICT and Communication Technology	E	X	X
Ability to organise work, prioritise tasks, make decisions and manage time effectively, recognising the importance of work/life balance	E	X	X
<b>Professional Skills</b>			
<b>Specification</b>	<b>Essential (E) / Desirable (D)</b>	<b>Assess at application</b>	<b>Assess at interview</b>
Clear vision and leadership skills: ability to lead and manage people as individuals and to develop the common goals of a team. Able to challenge, motivate and inspire others	E	X	X
Able to think analytically and creatively and demonstrate initiative in solving problems	E	X	X
Excellent written and verbal communication skills (this will be assessed at all stages of the process)	E	X	X
Possess the skills to lead child protection and safeguarding with up-to-date knowledge of relevant legislation and guidance	E	X	X
Demonstrate innovative and creative approaches to teaching and learning.	E	X	X
Ability to think and plan strategically and to respond flexibly to change	E	X	X
Competent with the use of ICT and Communication Technology	E	X	X
Ability to organise work, prioritise tasks, make decisions and manage time effectively, recognising the importance of work/life balance	E	X	X
<b>Philosophy and Commitment</b>			
<b>Specification</b>	<b>Essential (E) / Desirable (D)</b>	<b>Assess at application</b>	<b>Assess at interview</b>
Clear personal philosophy of education and enthusiasm in promoting aims, objectives and ethos of the school	E	X	X



Committed to the promotion of well-being and pastoral care to all staff and children.	E	X	X
Able to relate to all pupils from whatever background in order to motivate them to achieve their potential	E	X	X
Committed to promoting links with the Trust and Other Trust Schools, parents, governors, community and developing parent / carer engagement in learning	E	X	X
<b>Personal Attributes</b>			
<b>Specification</b>	<b>Essential (E) / Desirable (D)</b>	<b>Assess at application</b>	<b>Assess at interview</b>
Ability to demonstrate personal and professional integrity including modelling values and vision	E	X	X
Outstanding inter-personal relationships including the ability to manage and resolve conflict	E	X	X
Ability to build and maintain quality relationships through effective interpersonal skills and communication	E	X	X
Awareness of the personal strengths and areas for development of others; listen to reflect on and respond to their views	E	X	X
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	E	X	X

