



Prepare | Aspire | Succeed

Signed

Name
(in capitals)

Date

Please return one signed copy to Judith Woods, HR Manager, and retain the other copy for your records

POST: Headteacher

RESPONSIBLE TO: The Governing Board


JOB PURPOSE The Governing Board is seeking to appoint an exceptional and values-driven leader with the energy and dynamism to lead our successful school on its journey towards excellence.

Key Responsibilities and Duties




A. Leadership and Management

1. Embrace and build upon the vision and strategic direction of The Cottesloe School, together with the Governing Board and in consultation with the school community.
2. Support and strengthen the values and ethos of the school and deliver a balanced and inclusive education of the highest quality for every student.
3. Lead by example with clarity, creativity, integrity and resilience, drawing on personal skills and expertise and maintaining high standards of ethics, behaviour and professional conduct.
4. Effectively manage the workload of our committed and dedicated staff so that they thrive and can meet their ambitions whilst securing their wellbeing.
5. Develop positive and respectful relationships with students, staff, parents and carers and the wider community, serving at all times in the best interests of the school.
6. Demonstrate an excellent understanding of the current and future educational environment and landscape at all levels and provide agile leadership in order to develop effective school improvement strategies.
7. Operate with financial astuteness, within a clear set of principles centred on the school vision, ensuring financial stability and sustainability.
8. Ensure the strategic use of information technology (including AI) is in line with best practice, agreed policies and all legislation so as to support and improve the working experience of the whole school community.
9. Plan and articulate a clear vision of succession planning and leadership development for current and aspiring leaders.

The Cottesloe School

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10. Clearly communicate the school's guiding principles of '*Prepare, Aspire, Succeed*', and develop diverse and positive external relationships in order to further strengthen the reputation of the school and build purposeful collaboration with the local community of schools and other organisations.

B. Teaching & Learning

1. Be ambitious for all of our students. Create an environment which drives attainment, progress and develops well-rounded, resilient and independent young people.
2. Foster excellent evidence-based teaching strategies, through a thorough understanding of educational research and classroom best practices, delivering deep and rich curriculum opportunities for all.
3. Create a culture of support which empowers staff to develop their own skills development, through well-planned professional development within a culture of professional collaboration.
4. Monitor progress and impact of whole-school strategies, including through the use of data.
5. Hold all staff to account for their professional conduct and practice.

C. Systems, Processes & Resourcing

1. Ensure the school's systems and organisational processes are efficient and fit for purpose.
2. Provide a safe, calm and structured environment for all students and staff, with a focus on continually safeguarding students.
3. Establish rigorous, fair and transparent measures for managing a strong review and development process for all staff.
4. Work closely with the Governing Board in delivering its functions and ensuring that effective governance is able to thrive.
5. Support strategic, curriculum-led financial planning to ensure effective and sustainable use of budgets and resources.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

D. School Improvement

1. Develop effective and collaborative relationships with other schools and organisations to champion best practice and to secure outstanding achievements for all students.
2. Be prepared to proactively challenge educational orthodoxies to achieve excellence.
3. Inspire and influence others within and beyond schools to believe in the fundamental importance of education in young people's lives and to promote the value of education.
4. Develop strong and constructive relationships with parents and carers and the wider school community to facilitate their engagement with the school and explore further opportunities for community building
5. Build upon and widely promote our good reputation as a successful school, including through innovative approaches to school improvement, leadership and governance.

PERSON SPECIFICATION

This acts as a selection criteria and gives an outline of the types of person and the characteristics required to carry out the post. Please make sure when completing your application form that you give clear examples of how you meet the essential and desirable criteria.

1 = Application form 2 = Interview 3 = Reference 4 = Proof of qualification 5 = Practical

	Essential	Desirable	How Measured
TRAINING/QUALIFICATIONS & EXPERIENCE:			
Degree or equivalent	✓		1, 4
Qualified Teacher Status	✓		1, 4
Relevant Post Graduate qualification		✓	1, 4
NPQH/NPQH by start date		✓	1, 2
Recent successful Senior Leadership experience	✓		1, 2, 3
CPD portfolio	✓		1, 2
Excellent understanding of National Curriculum and policy framework	✓		1, 2, 3
Experience of coaching and performance management via KPIs which has led to improvement	✓		1, 2, 3
Proven track record of providing inspiration and working collaboratively with staff, students and governors	✓		1, 2, 3
Experience of teaching at KS3, KS4 and KS5	✓		1, 2, 3
Proven track record of successful teaching	✓		1, 2, 3
Experience of managing organisational change	✓		1, 2, 3
Experience of strategic planning and rigorous self and external evaluation to develop the quality of education	✓		1, 2, 3
Experience of collaborative working with external partners leading to improved quality of teaching	✓		1, 2, 3
Financial competency, comprehension, acumen and awareness	✓		1, 2, 3
Experience of raising achievement through improving teaching and learning and curriculum developments	✓		1, 2, 3
Construction, management and implementation of school strategic vision and development plan	✓		1, 2, 3
Innovation with regards to school budgets	✓		1, 2, 3
KNOWLEDGE & SKILLS:			
Safeguarding of children and child protection	✓		1, 2, 3
An understanding of how a culture of inclusion enables all to achieve, belong and thrive	✓		1, 2, 3
Knowledge and awareness of developments in education research, policy and practice, especially regarding the curriculum	✓		1, 2, 3
Ability to generate and share a vision	✓		1, 2, 3
An understanding of what makes a school 'Exceptional'	✓		1, 2, 3
Effective teaching and assessment for learning in promoting excellence and high attainment	✓		1, 2, 3
Ability to manage workloads and delegate to others where appropriate and to work under pressure	✓		1, 2, 3
Extensive knowledge of national policy framework, including Ofsted	✓		1, 2, 3
Data analysis skills and the ability to use a wide range of data and sources of evidence to make judgements, identify priorities and weaknesses and monitor progress against objectives	✓		1, 2, 3, 5
Ability to undertake robust and accurate school self-evaluation, using the outcomes to plan effectively for improvements	✓		1, 2, 3

	Essential	Desirable	How Measured
Excellent organisational skills and ability to prioritise workload	✓		1, 2, 3, 5
Community building skills and a proven ability in developing and maintaining strong networks and relationships across schools and organisations	✓		1, 2, 3
Ability to improve and promote the school's reputation further	✓		1, 2, 3
PERSONAL QUALITIES:			
Excellent communication, presentation and diplomatic skills	✓		1, 2, 3, 5
Uncompromising ambition for students and their life chances	✓		1, 2, 3
Inspirational leader who creates opportunities for improvement through challenge and support, motivating others to achieve	✓		1, 2, 3
Effective in managing student behaviour and maintaining discipline	✓		1, 2, 3
Strong personal commitment to inclusion and diversity	✓		1, 2, 3

1. The Governing Board of The Cottesloe School is committed to safeguarding and promoting the welfare of the students. All employees are expected to share this commitment, to follow the school's safeguarding policies and procedures and to behave appropriately towards children at all times whilst undertaking school activities and in their personal lives.
2. The postholder will be required to undergo criminal, teacher status, qualification, medical and reference checks as part of the safer recruitment process and must be willing to participate in further training as the job requires. Disclosure of a conviction or caution will not automatically disqualify you from consideration. Any offence will only be taken into consideration if it is one which would make you unsuitable for the type of work you are applying for. However, offences relating to children are likely to make you unsuitable since this is a 'regulated position' under the Criminal Justice & Courts Services Act 2000.
3. The school's policy is to renew DBS checks for all staff, volunteers and governors every five years. Staff have a duty to inform the Headteacher of any change in their DBS status and to make the Headteacher aware of any incidents that may impact on their ability to work with children and young people.
4. The postholder will ensure that school policies are reflected in all aspects of their work, in particular those relating to safeguarding children, equal opportunities, health and safety, data protection, code of conduct and professional behaviour.
5. All staff are expected to take responsibility for safeguarding and promoting the welfare of students at the school.
6. We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable a suitably qualified applicant with a disability (as defined under the Act) to meet the requirements of the post.
7. This job description and person specification sets out the duties of the post at the time it was drawn up and should be seen as describing in more detail aspects of the duties set out in the Education (School Teachers' Pay and Conditions) Act. The Governing Board may vary the duties from time to time without changing their general character or the level of responsibility entailed.