

<b>Job title:</b>	<b>Headteacher</b>
<b>Phase</b>	First – Village & Church Schools
<b>Salary</b>	Leadership Pay Scale - 5 point Range within Headteacher group, in line with STPCD
<b>Reports to:</b>	Director of Education / Associate Director

**Main job purpose**

To provide dynamic and professional leadership for the school to secure its continued success and improvement, ensuring high quality education for all its students and improved standards of achievement.

To inspire, challenge, motivate and empower all members of the school community to carry the vision forward. The Headteacher will work actively with the Director of Education / Associate Director to develop new ideas and initiatives.

To build and maintain strong and positive community relationships which are integral to sustainable futures for rural/village schools

**Main responsibilities and duties**

- To work within Initio Learning Trust Values, Ethos and Vision
- Demonstrate a passion for education and a desire to improve the life chances of all students
- Have the ability to build a culture of continuous learning and development throughout the school community;
- Relationship management with the schools primary stakeholders of community and parents, Church and Diocese, Local Pre-schools and Nurseries
- Adapt rapidly to the challenge of building on the existing strengths of the school to achieve all round excellence in teaching and learning;
- Assess their approach and style and challenge themselves to think differently about how to best align their leadership to the needs of the school;
- Have the ability to empower their staff to trust in their vision;
- Maintain and develop the school’s ethos of diversity, inclusivity and equality of opportunity.
- Undertake the role of Designated Safeguarding Lead.

**Improving the life chances of students**

- Work to develop staff who have the necessary skills and knowledge to promote equality, respect diversity, challenge stereotypes and promote the rights of children and young people.
- Have the highest expectations of every child and ensure that such expectations are met;
- Listen, question and respond to what is being communicated by children, young people and those caring for them;
- 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;
- 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;
- Ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

### Leading Strategically

- Work to create a shared vision and strategic plan which inspires and motivates students, staff and all other members of the school community and to develop the ethos of the school linked to its core aims and values. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.
- Ensure the aims and visions, encapsulated in the school vision, lead the school;
- See through current projects and seek ways to develop new initiatives;
- Plan and operate strategically, build and communicate a coherent vision in a range of compelling ways;
- Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement;
- Inspire, challenge, motivate and empower others to carry the vision forward;
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.

### Leading Teaching and Learning

- The Headteacher will have central responsibility for raising the quality of teaching and learning and for pupils' achievement. This requires the setting of high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to learning for the future.
- Ensure a consistent and continuous school-wide focus on pupils' achievements, using data and benchmarks to monitor progress in every child's learning;
- Ensure that learning is at the centre of strategic planning and resource management;

- Establish creative, responsive and effective approaches to learning and teaching;
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning;
- Demonstrate and articulate high expectations and set stretching targets for the whole school community;
- Implement strategies which secure high standards of behaviour and attendance;
- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework;
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils;
- Monitor, evaluate and review classroom practice and promote improvement strategies;
- Challenge underperformance at all levels, ensure effective corrective action and follow up.

### **Developing Self and Working with Others**

- To develop effective relationships and communication which underpin a professional learning community that enables everyone in the school to achieve.
- Foster an open, fair, equitable culture and manage conflict;
- Develop, empower and sustain individuals and teams;
- Promote an environment where continual professional development is an integral part of the school's ethos;
- Collaborate and network with others within and beyond the school;
- Challenge, influence and motivate others to attain high goals;
- Give and receive effective feedback and act to improve personal performance;
- Ensure full and appropriate support for staff and students;
- Implement successful performance management processes for all staff;
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning;
- Regularly review own practice, set personal targets and take responsibility for own personal development and accept support from others including colleagues and LSC members;
- Manage your own workload and that of others to allow an appropriate work/life balance.

### **Leading the School**

- Provide effective organisation and management of the school and identify ways of improving organisational structures and functions based on rigorous self-evaluation. Ensure the school, the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. The Headteacher should also seek to build a successful organisation through effective collaboration with others, seeking and responding to information, advice and guidance from relevant core services.

To maintain and develop a successful organisation through effective collaboration with others the Headteacher will:

- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements;
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities;
- Ensure that policies and practices take account of national and local circumstances, policies and initiatives;
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities;
- Recruit, retain and deploy staff appropriately and support them in managing their workload to achieve the vision and goals of the school;
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum, health and safety regulations and other relevant legislation e.g. employment, financial;
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money;
- Use and integrate a range of technologies effectively and efficiently to manage the school.

### Securing Accountability

- The Headteacher is legally and contractually accountable to the Trust Board for the school, its environment and all its work. This includes those responsibilities handled by the Local School Committee under the Trust Scheme of Delegation
- The Headteacher also must fulfil the wider accountabilities in relation to students, parents, carers, and other relevant groups.
- Demonstrate an understanding of educational issues at a local and national level and anticipate trends;
- Engage the school community in the systematic and rigorous self-evaluation of the work of the school and work closely with the Local School Committee to ensure that effective school 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;
- Ensure effective management of the school budget and best practice in financial and employment matters.

### **Strengthening Community**

- The Headteacher will engage with the internal and external school community to secure equity and entitlement. This includes collaborating with other schools and with parents and carers and other multi agencies for the well-being of all children and developing extended services to meet the needs of the community.
- Recognise and take account of the richness and diversity of the school's communities;
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment;
- Work effectively with other agencies including for example, Social Care and Child and Mental Health Services;
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families;
- Build and maintain effective relationships with parents, carers, partners and the community that enhance the education of students and the wider community;
- Seek opportunities to invite carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community;
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools, if appropriate and promoting innovative initiatives.

### **General and School Responsibilities**

- Be familiar with Safeguarding requirements in protecting the welfare of children, and young people. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.
- Contribute to and support the Trust's Values, Ethos and Vision
- Participate in training and other learning activities as required
- Participate in Performance Management and development as required by the Trust's policies and procedures
- Participate actively and flexibly in a range of school activities

- Be aware that all employees have a general duty in law to take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions
- Understand and be committed to the Health and Safety Policy and the safety priorities and be aware of their contribution to such priorities
- Be aware of and comply with the health and safety legislation and other requirements that are relevant to the post
- Demonstrate commitment and enthusiasm to promote the principle of equality and diversity in employment and service delivery
  - Be familiar with, and promote the Equality and Diversity Policy

**Confidentiality**

During the course of your employment you may see, hear or have access to information on matters of a confidential nature relating to the work of the school or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation

**Data Protection**

During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the Data Protection Act 1984.

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee’s skills and abilities, commensurate with the post’s grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

<b>Job description prepared by:</b>	Central HR team
<b>Date:</b>	Village school version updated Feb 2025

Requirements	Essential	Desirable	Primary Source of Evidence for Essential Criteria: (A) Application Form (I) Interview (R) References (T) Task/Lesson Observation
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher status</li> <li>Degree level qualification</li> </ul>	<ul style="list-style-type: none"> <li>NPQH</li> </ul>	1.0 (A)
<b>Experience</b>	<ul style="list-style-type: none"> <li>Leading in the relevant educational phase</li> <li>Evidence of rapid and sustained improvement in current setting to include: outcomes, closing the gap and improvements in teaching and learning</li> <li>Effectively leading/motivating students and staff and developing team approaches</li> <li>Improving student outcomes</li> <li>Experience of monitoring and self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Leadership in a church school</li> </ul>	2.1 (A) (I) 2.2 (A) (I) 2.3 (A) (I)  2.4 (I) (A) (R)  2.5 (I) (A) (R) (A) (R)
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Current national educational priorities, developments and strategies which meet the needs of all students</li> <li>Recent legislation, developments and initiatives in secondary education</li> <li>A thorough understanding of the OFSTED and SIAMS (if applicable) frameworks regarding effective leadership, management and self-evaluation</li> <li>Knowledge of latest developments in safeguarding and child protection</li> <li>Understanding schools' statutory responsibilities regarding the needs and care of students with SEND</li> </ul>		(I)  (I)  (I)  (I)  (I)
<b>Ability and Skills</b>	<ul style="list-style-type: none"> <li>Evidence of up to date professional development relevant to the education phase</li> <li>Ability to effectively support the professional development of educational staff to motivate, empower, challenge, and enable staff to realise and meet their full potential in accordance with the statutory framework and standards</li> <li>Ability to analyse and present data effectively including progress and behaviour information</li> <li>Good understanding of the skills and attributes required for effective leadership</li> <li>Ability to swiftly identify needs of vulnerable students who and use this knowledge to inform policy and practice</li> <li>Experience of implementing effective strategies which improve behaviour management</li> <li>Experience of devising schemes of work</li> </ul>	<ul style="list-style-type: none"> <li>Experience of securing excellent attendance and punctuality from students</li> </ul>	1.1 (I)(A)  3.1 (I) (A) (R)  (I)  (I)  (I)  (I)  3.3 (I) (A)

Requirements	Essential	Desirable	Primary Source of Evidence for Essential Criteria: (A) Application Form (I) Interview (R) References (T) Task/Lesson Observation
	<ul style="list-style-type: none"> <li>• Ability to foster the culture which challenges inequality.</li> <li>• Ability to establish a positive ethos with an accent on high achievement for all</li> <li>• Ability to empathise with the needs of students and to be firm but fair and consistent</li> <li>• Ability to prioritise and manage time effectively</li> <li>• A team player with the ability to establish good working relationships with staff, students, parents and, Local School committee members and trustees</li> <li>• Ability to communicate clearly and concisely both verbally and in writing at all levels</li> <li>• Ability to set clear expectations and parameters and to hold others to account for their performance</li> <li>• All teachers are required to speak English fluently, in order to fulfil all requirements of the role, specifically to communicate effectively with students (to support their learning and wellbeing) and to communicate effectively with colleagues, parents/carers and relevant external organisations.</li> </ul>		(I) (A)  (I)  (I)  (A) (I) (I)  3.4 (I) (A)  3.5 (I) (A)  3.10 (I) (competently answering questions in English, and/or possessing a relevant recognised language qualification)
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• A passion for delivering a high quality education and support to the students and their families</li> <li>• High personal standards, moral integrity and Christian values</li> <li>• An inspirational leader with the vision to build upon the school's current position within the local community</li> <li>• Ability to lead, manage and prioritise effectively</li> <li>• Strong interpersonal, written and oral skills and are able to inspire trust, commitment and mutual respect between student families, staff and the wider school community</li> <li>• Appreciation of work life balance</li> </ul>		4.1 (I) (A) (R)  (R) (I)  (R) (I)  (I) (R) (I) (R)  (I)
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Good knowledge of relevant Safeguarding procedures</li> <li>• Commitment to adhere to the Trust's Safeguarding &amp; Child Protection Policy.</li> <li>• Commitment to support the general welfare and protection of children</li> </ul>	<ul style="list-style-type: none"> <li>• Good awareness of potential Safeguarding issues</li> </ul>	(I) (A)  (I)  (I)