

Job Description

Post: Primary Headteacher - Woodloes Primary School

Responsible to: The children, parents and wider local community, the local School Standards Committee, Community Academies Trust Trustees.

Responsible for:

- Overall responsibility for leading, developing and growing Woodloes Primary School
- Working with Community Academies Trust Trustees, CAT senior leadership team and the local School Standards Committee to build a firm ethos that will ensure success
- Ensuring full adherence to all current statutory requirements, local and national policies and guidance on safeguarding and the promotion of the wellbeing of children.

Salary: Group Size 3 ISR L18- L24, depending on experience, plus Teachers' Pension and a coaching payment of £4965 per annum in recognition of your role as a Community Academies Trust Professional Peer Coach.

Location: Woodloes Primary School

Main purpose:

To lead the school so that it provides excellent schooling for the families who live in the community it serves. To be an advocate for the children and the wider Woodloes community. To contribute to the trust wide approach to school improvement as a peer coach.

Leadership

The Headteacher will:

- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own knowledge, expertise and skills, and that of those around them
- Be highly visible and approachable to all members of the community
- Demonstrate those leadership behaviours which positively impact relationships and attitudes towards pupils, staff, parents, governors and members of the community
- Hold and articulate clear values and moral purpose
- Champion the relationship with children, parents and the wider local community, the Local Governing Body and The Community Academies Trust Trustees
- Be an active and collaborative leader within the local Community Academies Trust hub of schools
- Develop, inspire, and lead a highly effective team with enthusiasm and a continuous drive towards excellence
- Identify and nurture talent to enable effective leadership development and succession planning
- Maximise the contribution of staff and ensure effective working relationships are in place throughout the school
- Implement and sustain effective systems for management of staff performance, incorporating appraisal systems and targets for all staff, ensuring those for classroom staff relate to pupil achievement

- Develop successful links with local schools and academies and consider other opportunities to ensure the school's reputation for excellence and best practice
- Act as a peer coach for Headteacher colleagues from other CAT schools.

Strategic Direction

Drawing on experience and best practice the Headteacher will work with our trust, the governing body and senior leaders to build a strong strategic direction and focussed and aspirational learning plan which:

- Identifies priorities and targets that support high standards enabling pupils to make progress and maximise achievement
- Supports continuous improvement in the school environment and teachers' effectiveness and secures continuing school improvement
- Ensures the management, finances, organisation and administration of the school and supports its vision and aims
- Is underpinned by sound financial planning
- Contributes positively to school collaboration
- Encourages all those involved in the school to be committed to its aims, to be motivated to achieve them and involved in establishing the short, medium and long term objectives and targets which will secure educational success
- Stipulates that policies and practices take account of national, local and school guidelines and reflect best practice
- Monitors, evaluates and reviews the effectiveness of the school's policies, priorities and targets
- Ensures their important and influential position on the Hub Governing Body.

Learning and Teaching

The Headteacher will:

- Create and maintain an environment which promotes and secures outstanding teaching, effective learning, and high standards of achievement, behaviour and a passion for learning
- Work with others to develop a rich curriculum that engages all children and sustains effective teaching and learning throughout the school
- Routinely assess, monitor and evaluate in order to identify effective teaching and ensure it is evidenced across the full curriculum with a comprehensive programme of monitoring, evaluation and continuous assessment in place
- Will spend time in classrooms to model good practice
- Monitor and evaluate the standards of learning and achievement of all pupils across the school, in order to set challenging and realistic targets for achievement
- Use benchmarks and evidence based best practice to set targets for service delivery and improvement
- Develop and maintain effective links with wider education institutions and the local community, to extend and enhance the curriculum with economic, social, moral, and cultural experiences
- Establish effective partnerships with parents and carers that support and encourage pupil achievement, personal development and the closing of attainment gaps in specific groups

- Recruit staff of the highest quality, complying at all times with best and safer recruitment practices
- Ensure quality, complying at all times with best and safer recruitment practices
- Create an effective staff structure to facilitate the development of high quality education
- Set appropriate parameters for expenditure and the allocation of funds in order to safeguard effective administration and control in line with the Academies Financial Handbook to meet the short, medium and long term plans of the school
- Set and review budgets that maximise pupils' potential for learning and achievement
- Organise the school environment efficiently and effectively to ensure the needs of the curriculum and statutory requirements are met at all times
- Analyse data in order to formulate education objectives, benchmarking the school's performance
- Provide information, objective advice and support to the multi academy trust and governing body to ensure it effectively meets its responsibilities for securing excellence in teaching and learning and the highest standards of achievement, efficiency and value for money
- Guarantee the compilation, maintenance and auditing of accurate and up-to-date records to satisfy legal, operational and strategic governance requirements including those relating to safeguarding
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Make certain that pupils and parents/carers are well informed about the curriculum, attainment and progress and also the contribution they make to the school's achievements.

Safeguarding Children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

The Trust Board sees all members of the Trust’s staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

Headteacher Person Specification

Key Competencies Qualifications, Experience and Personal Qualities		Essential (E) Desirable (D)	Application (A) Interview Process (I)
Qualifications and training			
1	Honours degree or equivalent	E	A
2	Qualified Teacher Status	E	A
3	Relevant higher degree or equivalent	D	A
4	Evidence of continuous professional development relating to school leadership and management and curriculum/teaching and learning	E/D	A
5	A relevant qualification in coaching	D	A
Shaping the future			
1	Substantial, successful teaching experience	E	A/I
2	Successful recent strategic leadership experience likely to have been gained as a Senior Leader of an 'outstanding' primary school	D	A/I
3	Successful experience of raising standards for all with measurable outcomes	E	A/I
4	Proven track record of managing successful school self-evaluation and accountability and the school improvement process	E	A/I
5	Proven track record in leading and managing staff including building and developing a successful team, delegating effectively and implementing and managing change	E	A/I
6	Has experience of creating staffing models which build the organisation, and encourage individual staff to grow and realise the potential for all pupils	E	A
7	Experience of working in collaboration and/or partnership with local and hub governors, internal and external stakeholders, other educational bodies and the wider community to develop positive relationships and achieve strategic objectives	E	A/I
8	Proven track record of establishing effective communication mechanisms to enable the governing body to fulfil their statutory responsibilities at the highest level	E	A/I
9	Experience of effective leadership in aspects of collaborative work with parents and families	E	A/I
10	In-depth knowledge and understanding of the wider educational agenda including current national policies and education issues	E	A/I
11	Successful experience of effective strategic financial and resource management including setting priorities for expenditure, allocating funds and controlling costs	E	A
12	Proven track record of financial management against an agreed strategic plan in which educational priorities are met and value for money is ensured	E	A/I
13	Evidence of highly developed skills in performance management, recognising high performance, tackling under-performance through to resolution and supporting continuous professional development of colleagues	E	A/I
14	In-depth knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures which promote emotional health and well-being	E	A

15	A commitment to and evidence of promoting diversity and equal opportunities within the school curriculum and employment practices	E	A
16	An understanding of the requirements and a willingness to provide for pupils with particular special educational needs and or disability	E	A/I
17	Good ICT skills	E	A
18	Experience of using coaching as a successful method in improving performance	E	A

Leading teaching and learning

1	A proven track record of ensuring the highest possible standards in teaching and learning with the ability to model excellent classroom practice	E	A/I
2	Sustained experience of managing, monitoring and evaluating student progress through robust data analysis to translate information into assessment for learning and effective intervention strategies	E	A/I
3	Successful experience of positive behaviour management, through the implementation of student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding	E	A/I
4	Experience of sustaining positive outcomes and improved life chances for all pupils	E	A
5	Successful experience of outstanding curriculum development	E	A/I
6	Successful involvement in staff recruitment, appointment, induction and retaining staff	D	A/I
7	Experience of delivering excellence through a broad and balanced curriculum within a primary setting	E	A/I

Personal Qualities

1	Is passionate about creating a rich inclusive learning environment where every individual member of the school community is known and valued	E	A/I
2	Is committed to leading the development of a distinctive community school	E	A/I
3	Is able to demonstrate creative and innovative thinking with evidence of recent success	E	A/I
4	Has high expectations and personal integrity with the ability to promote and sustain the values culture and ethos of Community Academies Trust	E	I
5	Is articulate and approachable with excellent interpersonal communication skills both in conversation and in writing	E	I
6	Can articulate the vision to inspire, motivate, encourage and support staff by creating a culture of aspiration and high expectations	E	I
7	Is able to prioritise and demonstrate personal organisation, time management and strong leadership skills especially under pressure	E	I