

Headteacher: Hodge Hill Primary School

JOB DESCRIPTION

June 2018 for January 2019

Leadership pay range: L24-30

NB. The Board of Directors (Trustees) is referred to in this document as the Board

Introduction and context

The role is permanent and full-time.

The main focus of the work is on the leadership of the school with some wider contribution to the work of the Trust.

Headteacher appraisal objectives for 2018/19 will be agreed in January 2019.

The job description should be read in conjunction with the **National Standards of Excellence for Headteachers (2015)** which define high standards within a self-improving school system. These standards are not duties and responsibilities but intended as guidance to underpin best practice.

1. CORE PURPOSE

1.1 LEADERSHIP OF THE SCHOOL

- To be accountable for the performance and educational success of the school as determined by the Board and the Chief Executive Officer/Executive Headteacher (CEO/EHT)
- To be accountable for the pastoral welfare of all pupils including behaviour, attendance, safeguarding and personal/social development
- To be accountable for high quality teaching across the whole curriculum, effective use of resources and improved standards of learning and achievement for all pupils
- To provide professional and inspirational leadership for the school, ensuring that it is managed and organised to meet its statutory requirements, aims and targets
- To plan strategically for a culture of school improvement
- To promote the aims, principles values and policies of Create Partnership Trust within the context of the school

1.2 LEADERSHIP CONTRIBUTION TO THE TRUST

- To develop, articulate, promote and uphold the agreed vision, values, ethos, principles and expectations of the Trust
- To work collaboratively with the CEO/EHT, the Deputy CEO and other Headteachers in Trust schools, contributing to the sustainability of a cohesive family of schools with greater consistency of systems, policies and practices and improving achievement for its pupils
- To take a lead across the Trust in a specialist area of expertise

2. DUTIES AND RESPONSIBILITIES

2.1 LEADERSHIP OF THE SCHOOL

2.1.1 General – school-focused

- Act in accordance with the requirements of the School Teachers' Pay and Conditions Document 2017, paragraphs 43-52.

- Act in accordance with other legislation and local and national guidance affecting the conduct of the school particularly in relation to child safeguarding, health, safety and security matters, data and financial management, confidentiality, equalities and employment rights.
- Ensure the safeguarding, security and safety of all pupils and staff with a focus on maintaining best policy and practice.
- Report to the CEO/EHT, DCEO, Local Advisory Board (LAB) and Board as required under the Trust's Scheme of Delegation.
- Be responsible for all day-to-day leadership of the school, implementing its aims and strategic plan in line with the Trust's requirements and expectations.

2.1.2 Strategic direction – school focused

- Work with the CEO/EHT, DCEO, LAB, the Board and staff to define and implement the school's strategic direction.
- Work with all stakeholders to create a shared vision and strategic plan which is responsive to the school's community and inspires everyone to achieve well.
- Work with staff to translate the vision into agreed objectives and operational plans to drive forward school improvement.
- Demonstrate the vision, values and principles of the Trust in everyday work and practice.
- Motivate all staff to create a shared culture, positive ethos and high ambition so that they are engaged and professionally fulfilled.
- Ensure the development of a culture and ethos which respects and celebrates equality, diversity and inclusion.
- Lead and manage change effectively and efficiently, ensuring that stakeholder views are represented.
- Ensure the school is prepared for external review and that effective practice and impact are demonstrated in all areas.
- Ensure that the school's performance targets are realistic and achievable but also challenging.

2.1.3 Leadership and management – school focused

- Lead by example, providing inspirational and purposeful leadership for all stakeholders.
- Demonstrate excellent leadership skills; for example, in terms of delegation, prioritising, influencing, decision-making and holding to account.
- Be responsible for the consultation, production and sharing of the School Improvement Plan (SIP) in line with overall Trust policy and guidance, ensuring that it is underpinned by sound data analysis and financial planning.
- Be responsible for the consultation, production and sharing of the School Self-Evaluation (SSE), in line with overall Trust policy and guidance, ensuring it is accurate and robust.
- Ensure that school policies and practices take account of national, local and school data including research evidence, inspection outcomes and the findings of the school's own self-evaluation.
- Monitor and evaluate the performance of the school as a whole and the impact of its policies and practices, reporting at least termly to the CEO/EHT, LAB and the Board.
- Ensure that whole school communications systems are compliant, robust and effective including the school website and other information for staff, parents/carers and pupils.
- Identify spending priorities in accordance with Trust policy and guidance with the main focus on improving the quality of education for pupils and ensuring value for money.
- Manage the delegated budget in accordance with the Trust's scheme of financial delegation.
- Recruit, deploy and retain staff to achieve the school's aims and vision and ensure that high quality training and robust appraisal and accountability processes are in place.
- Ensure that the physical environment is of the highest quality, makes a strong contribution to pupils' learning and is fit for purpose in terms of its safety, security, organisation and good order.

2.1.4 Teaching and learning – school focused

- Be accountable and responsible for high quality teaching and learning across the school, focusing on optimum achievement for pupils in terms of their standards, progress and personal development.
- Create a culture which focuses on securing and sustaining outstanding teaching and learning.
- Ensure that barriers to learning are removed for vulnerable groups of children and track and monitor their progress regularly.
- Lead the monitoring and evaluation of pupils' academic standards and progress.

- Lead the monitoring and evaluation of pupils' personal, social and spiritual growth and development.
- Implement strategies which secure high standards of pupils' behaviour and attendance.
- Implement a rich curriculum and an effective assessment framework.
- Ensure personal knowledge of the strengths and weaknesses in teaching and learning and take appropriate and rapid action if concerns are raised.
- Ensure that personal, spiritual, moral, social and cultural education are integral to the curriculum.
- Ensure that curriculum guidance takes account of higher national expectations but also has the flexibility to accommodate community needs or changing circumstances.

2.1.5 Securing accountability – school focused

- Account for the efficiency, effectiveness and educational success of the school to all its stakeholders.
- Account for the implementation and embedding of agreed Trust values, vision, principles and policies in the school.
- Ensure that individual and collective staff and leader accountabilities are clearly defined, understood and agreed and are subject to regular review and evaluation.
- Challenge underperformance at all levels, ensuring rapid corrective action and follow-up through coaching, mentoring and robust appraisal.
- Implement timely procedures to manage concerns about staff performance or attendance.
- Develop and present a coherent and accurate account of the school's performance to a range of stakeholders including the CEO/EHT, DCEO, LAB and the Board.

2.1.6 Working with communities – school-focused

- Create and maintain effective partnerships with parents/carers and Local Advisers to support and improve pupils' achievement and personal development.
- Support the LAB with high quality accurate reporting and the provision of opportunities to see the school during the working day.
- Seek opportunities to bring community or business role models into the school to enhance and enrich the curriculum and widen pupils' aspirations.
- Build a school community and culture which takes account of equality, diversity and inclusion, enabling pupils to see their own lives reflected in the curriculum as well as giving them broader, new experiences.
- Emphasise the benefits of a diverse school population, strongly opposing any form of racism or prejudice and ensure equality of opportunity for all groups, in the context of promoting British and universal values.
- Maintain strong professional relationships with all stakeholders to ensure high level consultation, engagement and the opportunity to contribute to school practice.
- Ensure that opportunities are developed for parents/carers to be engaged in school activities which promote their ability to support pupils' learning and achievement.
- Ensure excellent communication and partnership with parents/carers via curriculum newsletters, personal contacts and visibility and management of the school website.
- Ensure personal visibility to the school community at key points of the day and at main school events.
- Ensure regular opportunities for parents/carers to give feedback.

2.2 LEADERSHIP CONTRIBUTION TO THE TRUST

- Make a strong contribution to the Trust's executive leadership, ensuring that shared policy and practice is implemented consistently, equitably and robustly.
- Act as an advocate, ambassador and the public face of the Trust to further its partnership working, external relationships and future growth.
- Work collaboratively with other Trust leaders, learning from the experience of successful schools, in order to improve own school systems, processes and performance.
- Develop the skills and capacity of school staff, particularly senior leaders, to support the Trust more widely.
- Take opportunities to learn from research and best practice in other schools for the benefit of the Trust.
- Support the due diligence of any school joining the Trust, including those to be sponsored.

- Develop and lead a specialist area of expertise related to the leadership of people, which will contribute to the building of a networked professional learning community across all schools in the Trust.

2.3 PERSONAL AND PROFESSIONAL GROWTH

2.3.1 Personal commitment as a leader

- Demonstrate high level interpersonal and communication skills in order to develop successful, motivated teams.
- Demonstrate high level leadership skills including the ability to challenge and hold others to account.
- Be well-organised and achieve deadlines, submitting reports promptly and demonstrating the importance of an effective work life balance.
- Demonstrate the ability to critically reflect and self-evaluate.
- Be an excellent role model in terms of professional conduct, time management, personal presentation and leadership behaviours.
- Demonstrate personal resilience and perseverance in the face of challenging circumstances.
- Present as an excellent role model for personal punctuality and attendance.
- Make a commitment to attendance during some school holidays and ensure that senior leaders do the same so that all preparations are in place for the start of a school year or term.
- Demonstrate working to the National Standards of Excellence for Headteachers.

2.3.2 Professional development

- Participate in professional development opportunities which support the role of Headteacher and particularly, those which contribute to the knowledge, skills and understanding of the Trust as a whole.
- Keep abreast of educational developments and best practice in leadership and management in order to implement appropriate innovation.

2.3.4 Other

- Undertake such duties at the discretion of the CEO/EHT, DCEO, LAB and the Board as may reasonably be required by the changing needs of the school and the Trust.
- Maintain a positive view of change and be prepared to adapt the role as the Trust grows, matures and evolves.
- Attend identified Board and Scrutiny Committee meetings as contributor (non-voting) and observer.
- Attend LAB meetings as ex-officio voting member.

3 ACCOUNTABILITY AND REPORTING

- Accountable for all elements outlined in the job description
- Reporting to the CEO/EHT, DCEO, LAB and the Board
- Line managed by the CEO/EHT and DCEO
- Appraisal outcomes to be reported to LAB and the Board
- Subject to performance-related pay in line with the Trust's pay policy

4 LINE MANAGEMENT RESPONSIBILITY

- Direct line management responsibility (including appraisal) of senior leaders – Deputy Headteacher and Assistant Headteachers
- Direct appraisal of other staff as per the school's context, including any staff subject to Informal Support Plans or the Capability Procedure.

5 SPECIAL CONDITIONS OF EMPLOYMENT

5.1 Rehabilitation of Offenders Act 1974

- This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974.
- Appointment is subject to an enhanced DBS (Disclosure and Barring Service) disclosure and any relevant convictions, cautions and reprimands being considered.
- The jobholder must disclose any convictions, cautions or reprimands which have been acquired after DBS clearance has taken place. If this does not occur, the jobholder may be managed in accordance with the Trust's Disciplinary Procedure.
- Further information about the Disclosure and Barring Service is available from www.homeoffice.gov.uk/dbs.

5.2 Health and safety

- The jobholder is required to exercise duty of care by taking responsibility for her/his own health and safety and that of others, who may be affected by their acts or omissions (failure to act).

5.3 Equality and inclusion

- The Trust is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment.

5.4 Safeguarding

- The jobholder is expected to observe her/his obligations in accordance with the Safeguarding Policy and to report any concerns that they might have regarding any child's welfare to the appropriate person.

5.5 Staff code of conduct

- The postholder is expected to observe the staff code of conduct and be a role model for others.

5.6 Security of information

- The jobholder is expected to observe all legislation and professional guidance in relation to data protection and confidentiality.

5.7 Right to work

- The jobholder must have permission to live and work in the UK.