



Job Description

Headteacher

Main Purpose

The Headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the Trust, the Local Academy Committee and through consultation with the school community
- Lead on the Catholic Life of the school taking Christ as the inspiration. Demonstrate an awareness of the school community and the unique contribution that individuals give, valued and loved by God
- Establish and oversee systems, processes and policies so the school can operate effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented
- Monitor progress towards achieving the school's aims and objectives
- Allocate financial resources appropriately, efficiently and effectively

Qualities

The Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

Duties & Responsibilities

School Culture & Behaviour

The Headteacher will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils, and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy





Teaching, Curriculum & Assessment

The Headteacher will:

- Establish and sustain high-quality teaching across all subjects and stages, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured, coherent and ambitious curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read and read well

Additional & Special Educational Needs (SEN) & Disabilities

The Headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice

Managing the School

The Headteacher will:

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of a duty of care
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk

Professional Development

The Headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Ensure training and continuing professional development is effectively planned, delivered and evaluated
- Make sure professional development opportunities draw on experts both within, and beyond the school
- Seek training and continuing professional development to meet the needs of all staff Members





Governance, Accountability & Working in Partnership

The Headteacher will:

- Understand, welcome and support the Trust and its board, reporting to the Board as and when required
- Understand, welcome and support the role of effective local academy committee governance, reporting to the LAC as and when required
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools across the Trust as well as wider schools, communities and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.





Person Specification

| Qualifications and Experience | Essential / Desirable |
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| Qualified teacher status | Essential |
| Evidence of significant and relevant continued professional learning | Essential |
| Has substantial experience across the range of leadership areas as a Senior Leader within the Primary Phase | Essential |
| Has achieved NPQH | Desirable |
| Catholic Life | |
| Is a practicing Catholic | Essential |
| Supports the Catholic community | Essential |
| Models excellence in Catholic leadership through respect, subsidiarity and stewardship | Essential |
| Shaping the Future | |
| Is able to articulate a strong, clear vision for high quality primary and cross phase education which maximises the potential of the school | Essential |
| Can articulate ways of building, communicating, and implementing a shared vision | Essential |
| Has experience of school self-evaluation and can describe effective strategies for undertaking this | Essential |
| Demonstrates understanding of the strategic planning process | Essential |
| Has experience at senior level of leading significant change which has impacted upon student outcomes | Essential |
| Has first-hand experience and involvement in school improvement planning | Essential |
| Leading Teaching and Learning | |
| Demonstrates personal enthusiasm for teaching and learning | Essential |
| Is an outstanding classroom practitioner who can model the principles of effective teaching and learning to a high standard | Essential |
| Has an excellent understanding of assessment and how it can be used to plan curricular interventions to accelerate pupil progress | Essential |
| Can articulate strategies for improving the quality of teaching of colleagues | Essential |
| Has an excellent understanding of primary curriculum and how to structure learning to secure rapid progress | Essential |
| Has experience of working in partnership with senior staff to monitor, evaluate and improve teaching and learning | Essential |
| Has successful experience of teaching and leadership in more than one school | Desirable |
| Has experience of curriculum design and management | Essential |





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| Developing Self and Working with Others | |
| Understands the importance of working in partnership with colleagues | Essential |
| Demonstrates commitment to shared leadership and effective teamwork | Essential |
| Has experience of working alongside colleagues to improve their classroom practice | Essential |
| Can demonstrate understanding of the relationship between managing performance, professional development and school improvement | Essential |
| Can articulate strategies to develop professional learning of individuals and teams | Essential |
| Has experience of giving effective feedback to improve the performance of others | Essential |
| Demonstrates high expectations for self and others | Essential |
| Has experience of dealing with conflict and managing challenging situations | Essential |
| Demonstrates understanding of the need to develop and sustain a safe, secure, healthy and fair school environment | Essential |
| Ability to prioritise, plan and organise own workload and that of others | Essential |
| Ability to identify, establish and sustain appropriate leadership structures and systems | Essential |
| Has experience of implementing the performance management process | Essential |
| Managing the School | |
| Demonstrates understanding of the need to develop and sustain a safe, secure, healthy and fair school environment | Essential |
| Ability to identify, establish and sustain appropriate leadership structures and systems | Essential |
| Displays the ability to think creatively to anticipate and solve problems | Essential |
| Has experience of project management for planning and implementing change | Essential |
| Has successfully developed, implemented, monitored and evaluated school policies | Essential |
| Strengthening Community Links | |
| Has successfully used a range of strategies to encourage parents to support their students' learning and realise the school's vision | Essential |
| Shows a commitment to a multi-agency approach for the well-being of pupils and their families | Essential |
| Can build partnerships in the community | Essential |
| Is able to listen to, reflect and act on feedback from stakeholders as appropriate | Essential |
| Shows a commitment to the wider curriculum beyond school and the opportunities it provides for pupils and the wider community | Essential |
| Has experience of working collaboratively with other schools or communities to improve outcomes | Essential |





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| Personal Skills and Attributes | |
| Demonstrates a genuine empathy with children | Essential |
| Is able to communicate effectively and concisely | Essential |
| Is a good listener | Essential |
| Is flexible and consistent with strength of character and impeccable integrity | Essential |
| Is capable of making reasoned judgements | Essential |
| Is approachable | Essential |
| Has a presence that inspires confidence and trust | Essential |
| Is able to motivate and inspire | Essential |
| Is able and willing to delegate appropriate responsibilities | Essential |
| Has confidence in others to take a leadership role | Essential |
| Uses humour and character to deescalate, support and connect | Essential |
| Securing Accountability | |
| Has worked within or demonstrates a reasonable understanding of the accountability/ delegated responsibility framework of a Multi Academy Trust | Desirable |
| Has a good understanding of the role of governance | Essential |
| Has a good understanding of the need to be accountable to parents for the education of their child and can articulate strategies that would enable parents to be involved in the life of the school | Essential |
| Has previous experience of challenging and supporting others in order to achieve specific targets | Essential |
| Demonstrates understanding of individual, team and whole school accountability for pupil learning outcomes | Essential |
| Has a good understanding of available data sets and how they might be used to benchmark the school's performance and as a tool for target setting and improvement planning | Essential |
| Has experience of reporting attainment and progress to a range of audiences | Essential |
| Has led a school through a recent OFSTED inspection/been in a key senior leadership position through OFSTED | Desirable |
| Has an understanding of school financial management | Desirable |

