



New Mill Infant and Junior Schools – Executive Head Teacher (Primary) Job Description



Job Title: Executive Head Teacher (Primary)
Location: New Mill Infant & Junior Schools
Salary: L18-L24 (Starting Point Dependent on Experience)

Purpose of the Job

To be responsible for all aspects of the internal organisation, professional leadership, management and control of both schools and for exercising supervision over the teaching and support staff.

Consultation

In carrying out these duties, to consult, where this is appropriate, with the appropriate authority, the Governing Body, the staff of the schools and the parents of pupils.

Executive Headteachers – overriding requirements

An Executive Headteacher's professional duties must be carried out in accordance with and subject to:

- a) the provisions of all applicable legislation and any orders and regulations having effect under the applicable legislation. This appointment will be made subject to statutory authority in force at the time of the appointment;
- b) the instruments of government of the Executive Headteacher's schools;
- c) any rules, regulations or policies made either by the governing body on matters for which it is responsible, by the authority with respect to matters for which the governing body is not responsible or by the Executive Headteacher's employers;
- d) where the school is a voluntary, foundation or foundation special school, any trust deed that applies to the school;
- e) the terms of their appointment.

Delegation

1. Subject to paragraph 1, an Executive Headteacher's responsibilities may be delegated to a deputy headteacher, assistant headteacher or other member of the staff in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities, and maintaining a reasonable balance between work and other commitments for each teacher.

Professional responsibilities

2. An Executive Headteacher may be required to undertake the following duties:

Whole school organisation, strategy and development

3. Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the schools.
4. Develop, implement and evaluate each school's policies, practices and procedures.

Teaching

5. Lead and manage teaching and learning throughout each school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils:
 - a. in the Early Years, first and second key stages, for foundation and other core subjects and religious education; and,
 - b. in the preliminary stages.
6. Teach.

Health, safety and discipline

7. Designated Safeguarding Lead (DSL) to lead and support the development of safeguarding and child protection policies, training, procedures and guidance across the schools.
8. Promote the safety and well-being of pupils and staff.
9. Ensure good order and discipline amongst pupils and staff.

Management of staff and resources

10. Lead, manage and develop the staff, including appraising and managing performance.
11. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers, including whether a teacher at the schools who applied to be paid on the upper pay range should be paid on that range.
12. Organise and deploy resources within the schools.
13. Promote harmonious working relationships within and across the schools.
14. Maintain relationships with organisations representing teachers and other members of the staff.
15. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

Professional development

16. Promote the participation of staff in relevant continuing professional development.
17. Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
18. Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

19. Consult and communicate with the CEO, CFO, Trustees, governing body, staff, pupils, parents and carers.

Governance

20. Advise and assist the Governing Body in the exercise of its functions, including attending meetings and making reports in connection with the discharge of the Headteacher's functions
21. Create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement
22. Implement decisions of the Governing Body in relation to staffing;
23. Advise the Governing Body on the adoption of effective procedures to deal with teacher competence issues

Work with colleagues and other relevant professionals

24. Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.

Dedicated headship time

25. A Headteacher is entitled to a reasonable amount of time during school sessions, having regard to their teaching responsibilities, for the purpose of discharging their leadership and management responsibilities.

Daily break

26. A Headteacher is entitled to a break of reasonable length in the course of each school day, and must arrange for a suitable person to assume responsibility for the discharge of their functions as Headteacher during that break.

Other

27. Meet all aspects of the professional standards for Headteachers

As part of your wider duties and responsibilities you are required to promote and actively support the Council's and Multi Academy Trust's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting them from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. Safeguarding relates to everyone who may be vulnerable, not just the very old and the very young. Please go to: <http://www.learningaccord.org/policies/> to read our safeguarding policy.



New Mill Infant and Junior Schools – Executive Head Teacher (Primary) Person Specification



Note to Applicants: You should provide a high quality, concise letter of application which addresses the following criteria. To be short listed candidates will initially be judged on how well they address the criteria listed as essential. Desirable criteria will be considered if there are a large number of applicants. The end column indicates how the criteria will be identified; Application Form, (A) Letter of Application, (L) Interview (I) and /or References (R)

| | | Essential | Desirable | How Identified? |
|----------|---|-----------|-----------|-----------------|
| 1 | Qualifications | | | |
| 1.1 | Qualified Teacher Status | E | | A |
| 1.2 | Evidence of further relevant professional development in school leadership such as NPQH, Higher Degree, Post Graduate qualification | E | | A |
| 1.3 | Evidence of relevant professional development | E | | A |
| 1.4 | Evidence of leadership school to school support and challenge as a designated system leader such as NLE, LLE, SLE | D | | A |
| 2 | Experience | | | |
| 2.1 | Experience of teaching in schools covering the full Primary age range including Foundation Stage | E | | A |
| 2.2 | Substantial experience of working within a senior management team, with experience of successful whole school responsibility | E | | A/L |
| 2.3 | Experience of supporting pupils with SEND and a commitment to further developing our resource provision and upholding our inclusive ethos | E | | L/I |
| 2.4 | A minimum of 2 years experience of Primary Headship | | D | A |
| 3 | Qualities & Knowledge | | | |
| 3.1 | Demonstrate the school vision and values in everyday work and practice. | E | | L/I |
| 3.2 | Positively promote the school's distinctive identity | E | | L/I |
| 3.3 | A commitment to reinforce and enhance links with the local community, maintaining the school at the heart of the community | E | | L/I |
| 3.4 | Evidence of the ability to communicate and implement a shared vision of excellence for all | E | | L/I |

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|---|--|---|--|-----|
| 3.5 | Evidence of developing, leading and monitoring strategic plans to realise the school vision and sustain school improvement | E | | L/I |
| 3.6 | Demonstrate excellent inter-personal skills to secure positive relationships and attitudes towards pupils, staff, parents, Governors and the wider community | E | | I/R |
| 3.7 | Evidence of developing successful leadership and management qualities, demonstrating the ability to lead by example | E | | L/I |
| 3.8 | Demonstrate a proven track record with experience of leading and empowering staff and pupils to excel | E | | L/I |
| 3.9 | A knowledge of current educational developments, national policy and research and their potential to enhance school self-improvement | E | | L/I |
| 4 Developing Pupil & Staff | | | | |
| 4.1 | Experience of securing excellent teaching through a clear understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to successful outcomes in terms of pupils' achievement and well-being | E | | L/I |
| 4.2 | Experience of organising and sharing best practice within and between schools, to establish a culture of professional development | E | | L/I |
| 4.3 | An ability to create an ethos in which all staff are supported to develop their own skills, subject knowledge and sense of well-being | E | | |
| 4.4 | Evidence of coaching and developing staff at all levels, which nurtures talent, in order to secure standards of excellence | E | | L/I |
| 4.5 | Experience of holding staff to account for their professional conduct and practice, providing challenge and taking appropriate action when performance is unsatisfactory | E | | L/I |
| 4.6 | Evidence of promoting Fundamental British Values and the development of spiritual, moral, social and cultural development of all pupils | E | | L/I |
| 4.7 | Evidence of ensuring staff and pupils have the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes to promote the rights of all pupils | E | | L/I |
| 5 Accountability – Systems & Processes | | | | |
| 5.1 | Ability to undertake school self-evaluation using a range of evidence including performance data and external evaluations for monitoring whole school progress to improve outcomes for all pupils | E | | L/I |
| 5.2 | Experience of setting ambitious standards for all pupils, overcoming disadvantage and advancing equality, ensuring the accountability of staff for the impact of their work | E | | L/I |
| 5.3 | Experience of presenting a clear account of the school's performance to members of the school community, including Governors, to enable others to fulfil their responsibilities | E | | L |
| 5.4 | Experience of establishing clear policies and practice throughout the school and implementing procedures to monitor and evaluate their impact | E | | L |
| 5.5 | A demonstrable understanding of developing distributed leadership, through building teams with clear roles and responsibilities | E | | L/I |
| 5.6 | Experience of rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing under performance, supporting staff to improve and valuing excellent practice | E | | L/I |
| 5.7 | Knowledge of how to provide a safe, calm, well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour in school and in the wider society | E | | L/I |

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| 5.8 | Demonstrate an understanding of the role of the Governors and how the Headteacher supports Governors to ensure they fulfil their duties effectively | E | | L/I |
| 5.9 | Demonstrate an understanding of curriculum-led financial planning which ensures the appropriate deployment of budgets and resources in the best interests of pupils' achievements and the school's sustainability | E | | L/I |
| 6 | The Self-Improving School System | | | |
| 6.1 | Experience of working collaboratively with other schools, agencies and the wider community to enrich the learning experiences and attainment of all pupils | | D | L |
| 6.2 | Ability to engage in a partnership with parents and carers, to enhance children's enjoyment, mental well-being, academic achievement and personal development | E | | L/I |
| 6.3 | An ability to promote the school within the local community and beyond | E | | L/I |
| 6.4 | Experience of working with professionals and colleagues in other public services to improve academic, health and social outcomes for all pupils | E | | L |
| 6.5 | Experience of implementing innovative change which has impacted positively on outcomes for pupils and staff | E | | L/I/R |
| 6.6 | An ability to inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education. | E | | I |
| 6.7 | An ability to reflect, analyse and drive cyclical school improvements to meet local and national priorities | E | | I |
| 7 | Safeguarding Children | | | |
| 7.1 | Knowledge, understanding, experience of and commitment to Child Protection, safer recruitment and safeguarding policies and procedures, embedding a positive culture of safeguarding across school | E | | L/I/R |
| 7.2 | Ability to form and maintain appropriate relationships and personal boundaries with pupils | E | | I/R |
| 7.3 | Willingness to undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process. | E | | A/I |
| 7.4 | Fully supportive references | E | | R |