

## **Job Description**

**Job title:** Executive Headteacher

**Salary:** L26 – L30

**Location:** Evergreen and Pine Green Academies

### **Job purpose:**

Working with the Regional Director and senior members of the Shaw Education Trust provide strategic leadership and hold accountability for direction, standards achieved and quality in the schools in order to:

- Provide leadership and management which enables the Trust to give every pupil high quality education, and which promotes the highest possible standards of achievement;
- Secure the long-term success of the designated academies by maximising potential through the skills and resources available from across the family of schools;
- Maximise and develop the skills and resources available across the two academies in order to deliver an outstanding teaching and learning provision for the children who attend the academies.
- Develop leadership capacity at all levels by building strategic governance through staffing structures, and roles and responsibilities.

### **Shaping the future**

- Creates and communicates a shared vision, ethos and strategic plan for the partnership that inspires and motivates all stakeholders and reflects the needs of both schools and the community.
- Translates the vision into clear objectives that promote and sustain school improvement.
- Initiates and builds the capacity for change.
- Develops and implements effective systems in key areas including short- medium- and long term strategies that provide improvement, sustainability and capacity building.
- Empowers, develops and maintains strategic leadership capacity to support succession planning and meets the needs of both schools.
- Ensures both schools move forward for the benefit of all pupils, employees and their communities
- Motivates and inspires all stakeholders to create a strong, shared culture of learning within an inclusive environment. Leading learning and teaching
- Sets high expectations and stimulating targets, monitoring effectiveness and evaluating learning outcomes.
- Ensures a partnership-wide focus on pupil achievement, using data and benchmarks to monitor progress in every child's learning.
- Establishes creative, effective approaches to learning and teaching, responsive to the needs of the pupil community and their needs.
- Ensures a culture that supports and facilitates pupil engagement in, and ownership of, their own learning.
- Implements strategies to improve the quality of teaching and learning across all schools to ensure it is consistently strong enough to raise standards.
- Operates effectively, fairly and in accordance with the SET values.

### **Leading Learning and Teaching**

- Sets high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes.
- Ensures a holistic focus on pupil achievement, using data and benchmarks to monitor progress in every child's learning.
- Establishes creative, effective approaches to learning and teaching, and is responsive to the needs of the pupil community and the Trust.
- Drives and ensures a culture that supports and facilitates pupil engagement in, and ownership of, their own learning.

- Implements strategies to improve the quality of teaching and learning across both schools to ensure it is consistently strong to raise standards.

### **Developing Self and Others**

- Develops a positive ethos that celebrates the achievement of all and fosters a culture of continuous improvement.
- Builds a collaborative learning culture within the partnership of the Trust and actively engages with others to build effective learning communities and partnerships.
- Ensures effective planning, co-ordination, support and evaluation, ensuring clear delegation of tasks and devolution of responsibilities.
- Develops and maintains effective strategies and procedures for the induction, professional development and performance review and management of all staff.
- Sets high expectations for all and effectively addresses underperformance, deals with unacceptable practice and attitudes in accordance with SET values and policies.
- Acts as a role model for the highest professional standards and behaviours.
- Self-evaluates, sets personal targets and takes responsibility for their own personal professional development.
- Ensures both self and others achieve an appropriate work/life balance.
- Ensures the performance management of staff reflects the Trust values, aims and objectives.

### **Managing the Organisation**

- Creates organisational structures that reflect the Trust and school values, and enables the management systems, structures, and processes to work effectively in line with relevant legal requirements.
- Ensures the schools and their resources are organised and managed to provide an efficient, effective and safe learning environment.
- Recruits, retains and deploys staff efficiently and effectively across both schools.
- Ensures the leadership teams are empowered and able to support and deliver the smooth operation and high-quality teaching of both schools.
- Ensures the schools resources are deployed to achieve value for money.
- Produces and implements clear, evidence-based improvement plans and policies for the development of the schools and their facilities.
- Manages and optimises the use of financial and human resources to achieve the Trust and schools' educational goals and priorities.
- Ensures the range, quality and use of resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Ensures effective time management between each school to ensure an effective leadership presence and support for employees and pupils on both sites.

### **Securing Accountability**

- Develops effective working relationships with the Trust Board, Academy Council and relevant bodies of the schools.
- Is legally and contractually accountable to the Chief Executive Officer and Trust Board for the schools, its environment and all its work. The Headteacher will work with all parties to meet required responsibilities.
- Develops an ethos across the school that enables everyone to work collaboratively, shares knowledge and understanding, celebrates success and accepts responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to careful and regular review and evaluation through performance management.
- Develops and presents an accurate account of the schools' performance to a range of audiences including the Chief Executive Officer, Trust Board, Academy Council, parents and carers, Children and Ofsted.

### **Strengthening Community**

- Embeds positive and purposeful relationships across and beyond the school that benefit children, families and local communities.

- Co-operates and works with relevant agencies and partners to ensure the well-being of children in line with statutory requirements. e.g. Every Child Matters
- Ensures positive learning experiences for all pupils are linked and integrated with the wider community, local, national and global.
- Builds school culture and curriculum that takes account of the richness and diversity of the school's communities.
- Networks and quickly develops effective relationships in order to secure a range of resources and opportunities for the schools.
- Creates and promotes positive strategies for challenging all forms of prejudice and harassment.
- Promote the concept of lifelong learning and family engagement with learning through partnership.

### **Safeguarding and Promoting the Welfare of Children**

- Substantial knowledge and effective experiences of addressing every Child Matters agenda and safeguarding issues.
- Ensures a safe and supportive school culture.
- Ensures the welfare of children is safeguarded and promoted in line with current best practice and advice.
- Identifies key features of staff recruitment that help deter or prevent the appointment of unsuitable people.
- Develops and introduces policies and practices that minimise opportunities for abuse or ensure its prompt reporting.

### **Additional duties**

- To undertake work on behalf of the Chief Executive as required.
- To act as Academy Principal if required and directed by the Chief Executive/Regional Director.
- To hold leadership to account for the academy results, focusing on the setting, provision and levels of progress. Ensuring that all the relevant intervention and monitoring is in place to secure the best possible outcomes for students at the end of this phase.
- Ensure that a modern, appropriate and current curriculum is developed and implemented and that curriculum delivery is translated into effective learning and assessment practice.
- Encourage and promote innovation in educational provision through the commissioning and delivery of services, ensuring that the academies can meet changing needs and demands consistent with government guidelines and requirements.
- Ensure that high quality provision is available to all students regardless of race, religion, sexual orientation, gender, disability, economic background or special educational needs.
- To attend SET meetings as directed.

## Person Specification

Candidates must evidence the following

<p><b>Qualifications and Skills</b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Evidence of regular and appropriate professional development</li> <li>• NPQH (desirable)</li> <li>• Experience of successful senior leadership</li> <li>• Coaching and/or mentoring experience</li> <li>• Whole school expertise and experience of SEMH</li> </ul>	<p><b>Evidenced by:</b> Application Form, interview</p>
<p><b>Shaping the Future</b> <b>Demonstrate an understanding and delivery of:</b></p> <ul style="list-style-type: none"> <li>• Local, national and global trends in education</li> <li>• Strategies which build, communicate and implement a shared vision</li> <li>• Strategic planning processes including financial planning, budgetary management and principles of best value</li> <li>• Communication strategies both within and beyond the school</li> <li>• New technologies, their use and impact</li> <li>• Leading change, creativity and innovation and its impact on organisations and individuals</li> <li>• Transforming schools and networks into successful learning communities</li> <li>• Developing a culture that encourages participation, builds stakeholder esteem, recognises successes and celebrates existing good practice.</li> </ul>	<p><b>Evidenced by:</b> Application form, interview, assessment process, refs.</p>
<p><b>Leading learning and teaching</b> <b>Demonstrate an understanding and delivery of:</b></p> <ul style="list-style-type: none"> <li>• Strategies to raise achievement and achieve excellence</li> <li>• Strategies to develop a personalised learning culture</li> <li>• Strategies to ensure inclusion, diversity and access</li> <li>• Strategies to develop effective staff</li> <li>• Models of learning and teaching</li> <li>• Principles of effective teaching and assessment for learning</li> <li>• Models of behaviour and attendance management</li> <li>• Curriculum design and management</li> <li>• Data collection and analysis tools</li> <li>• Performance monitoring and evaluation techniques</li> <li>• Principles and models of self-evaluation including School self evaluation</li> <li>• Time-management between both schools to ensure effective management presence</li> <li>• Rapid understanding of the ethos and mechanics of both schools, diagnose their requirements and establish personal credibility with stakeholders</li> <li>• Understanding concept of distributed leadership and its role in effective management</li> </ul>	<p><b>Evidenced by:</b> Application form, interview, assessment process, refs.</p>
<p><b>Developing self and others</b> <b>Demonstrate an understanding and delivery of:</b></p> <ul style="list-style-type: none"> <li>• Strategies to promote self and team development</li> <li>• Models of continuing professional development</li> <li>• Building and sustaining a learning community</li> <li>• Challenge underperformance and increase expectations coaching and mentoring skills</li> </ul>	<p><b>Evidenced by:</b> Application form, interview, assessment process, refs.</p>

<p><b>Managing the organisation</b> <b>Demonstrate an understanding and delivery of:</b></p>	<p><b>Evidenced by:</b></p>
<ul style="list-style-type: none"> <li>• Implementation and management of rapid change initiatives</li> <li>• Strong professional relationships and affiliation with colleagues</li> <li>• Flexible/differentiated approaches to targeting improvement measures at staff</li> <li>• Strategies to manage challenge and disagreement when required</li> <li>• Management of the challenge of balancing schools short term and long term objectives</li> <li>• Principles and strategies of school improvement</li> <li>• Project management skills and knowledge</li> <li>• Policy creation, through consultation and review</li> <li>• Personnel, governance, security and access issues relating to the diverse use of school facilities</li> <li>• Legal issues relating to managing a school including Equal Opportunities, Race Relations, Disability, Human Rights and Employment Legislation</li> </ul>	<p>Application form, interview, assessment process, refs.</p>
<p><b>Securing accountability</b> <b>Demonstrate an understanding and delivery of:</b></p>	<p><b>Evidenced by:</b></p>
<ul style="list-style-type: none"> <li>• Principles and practice of quality assurance systems, including school review, self-evaluation and performance management</li> <li>• Statutory educational frameworks, including governance public service policy and accountability frameworks, including self-evaluation and multi-agency working</li> <li>• A range of tools (including performance data) to support, monitor, evaluate and improve aspects of school life, including challenging poor performance.</li> <li>• Effective networking in order to secure a range of resources and opportunities for Trust schools.</li> </ul>	<p>Application form, interview, assessment process, refs.</p>
<p><b>Strengthening community</b> <b>Demonstrate an understanding and delivery of:</b></p>	<p><b>Evidenced by:</b></p>
<ul style="list-style-type: none"> <li>• Establishing and developing effective relationships and gain trust of all stakeholders</li> <li>• Current issues and future trends that impact on education and the school community</li> <li>• Strategies to encourage parents and carers to support their children’s learning</li> <li>• Models of school, home, community and business partnerships</li> <li>• Wider curriculum beyond school and the opportunities it provides for pupils and the school community</li> <li>• The work of other agencies and opportunities for collaboration.</li> </ul>	<p>Application form, interview, assessment process, refs.</p>
<p><b>Safeguarding and promoting the welfare of children</b> <b>Demonstrate an understanding and delivery of:</b></p>	<p><b>Evidenced by:</b></p>
<ul style="list-style-type: none"> <li>• The KCSIE agenda and possessing current and relevant knowledge and understanding of national and local safeguarding guidance</li> <li>• Developing and ensuring a safe and supportive school culture</li> <li>• Developing and introducing policies and practices that minimise opportunities for abuse or ensure its prompt</li> <li>• Reporting</li> <li>• Safer recruitment</li> </ul>	<p>Application form, interview, assessment process, refs.</p>

