

JOB DESCRIPTION

Altus Education Partnership (AEP) is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment. This post is subject to safer recruitment measures, including a DBS check.

Location: Kingsway Park High School

Accountable to: CEO and Trust Board

Core Role

The Headteacher will:

- Embody the values and ethos of KPHS and the Trust and work tirelessly for the benefit of students in the school's care
- Be a visible and compassionate leader for staff, students, parents/carers and the local community
- Embed exemplary behaviour and attitudes so that pupils are keen and ready to learn
- Maintain a safe and welcoming environment in classrooms and public areas of the school
- Demonstrate and articulate high expectations and set challenging targets for staff and students
- Secure excellent outcomes for all students, regardless of ability, gender, social background or ethnic origin
- Plan and effectively implement strategies to continue to improve the quality of teaching and learning at the school
- Empower students to be active participants in their learning and to take personal responsibility for improving their life chances through their educational experience
- Work with educational colleagues in the borough and the Trust to support the intelligent sequencing of education from early years to 18
- Be outward facing, and work effectively with educational and non-educational partners outside the Trust
- Ensure all parents/carers are supported and encouraged to be fully engaged in their children's learning
- Manage the school Senior Leadership Team and ensure the effective operation of performance management systems and that all staff receive effective professional development
- With the CEO and the Trust ensure that all statutory requirements are met in relation to the operation of the school
- Liaise with all relevant external agencies at both national and local levels as may be required from time to time

Teaching and Learning

- Create and maintain a climate for learning and code of conduct in keeping with the values, aims and ethos of the school which promote and secure successful learning through effective teaching.
- Sustain high standards of achievement and promote positive behaviour through an effective whole school behaviour management policy and associated procedures
- Determine, organise and implement an appropriate curriculum to meet the needs of all students in the context of the character of the school
- Operate and sustain monitoring and assessment procedures, acting upon any identified areas for development and improvement
- Promote positive practices that promote and celebrate British values in the school and community
- Oversee a culture of equality ensuring this permeates through all areas of the school.
- Ensure that students develop study skills and achieve personal development outcomes in order to learn more effectively and with increasing independence

Assessment and evaluation

- Monitor, evaluate and review the effects of policies, priorities and targets and take action as necessary to achieve and sustain outstanding performance levels
- Ensure the effective use of comparative data, including at whole-school, Key Stage, subject, sub-group and student levels, in order to establish appropriate benchmarks and agree challenging targets for improvement (working with Trustees)

Student achievement

- Make explicit to students, parents, teachers and the wider community, the school's high expectations for all children
- Ensure that resourcing and staffing are dedicated to achieving the maximum progress and highest standards for all students
- Ensure that effective mentoring and tutorial systems are in place to support student achievement, personal development and well-being

Relations with parents/carers and the wider community

- Develop positive relationships with the community, including voluntary groups, school neighbours, business and industry, to extend the curriculum and enhance learning and teaching.
- Create and maintain a successful partnership with parents and the wider community to support and improve students' achievement and personal development and to foster the good name of the school
- Maintain liaison with other secondary schools, primary schools, FE, HE and relevant agencies
- Present a coherent and accurate account of the school's performance in order to inform a range of audiences, including Trustees, the DfE, the local community and Ofsted
- Ensure that parents and students are well-informed about the curriculum, progress and attainment and about their shared responsibilities as members of the school's learning community

Managing own performance and development

- Participate in arrangements for performance management and take responsibility for own professional development
- Prioritise and manage own time effectively

Managing and developing staff and other adults

- Line manage the SLT and other senior staff as required from time to time
- Implement and sustain effective performance management systems, delegating performance reviews where appropriate
- Support and co-ordinate high quality professional development to enable staff to fulfil their roles to the best of their abilities
- Lead professional development of staff through example

Managing resources

- Work to recruit staff of the highest quality to all posts within the school
- Work with senior colleagues to deploy all staff effectively in order to improve and sustain the high quality of education provided
- Manage and organise accommodation efficiently and appropriately to ensure that the needs of the curriculum and health and safety regulations are met
- Manage, monitor and review the range, quality, quantity and use of all resources in order to improve students' achievements and secure value for money in how the school's funding from all sources is used
- Lead and manage probity and ethics in school operations

Strategic Leadership

- Provide direction to secure the highest level of achievement for each student; sustain the growth of their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of future life including higher education and employment
- Present a coherent and accurate account of capacity to improve the school's performance in a form appropriate to a range of audiences, including Trustees, governors, the DfE, ESFA, the office of the RSC, the local community and Ofsted
- Lead by example, provide inspiration and motivation, and embody for the students, staff, Trustees and parents the reality of the school's vision and aims
- Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short-term objectives to sustain school improvement
- Ensure that the management, organisation and administration of the school support its vision and aims

To work with the Designated Safeguarding Lead to

- Possess the skills and ability to identify abuse
- Know how to refer concerns to the appropriate investigating agencies
- Maintain detailed and accurate written records of child protection concerns
- Support, advise and share expertise with all members of the school staff

- Ensure staff members have access to and understand the school's safeguarding policies and procedures, and any local procedure
- Ensure child protection training is part of the induction for all new staff and that relevant training is provided where necessary
- Annually review and update the school's safeguarding policies and procedures in light of any new guidance, and present them to the Governing Body for approval
- Provide a copy of the child protection policies and procedures to parents who request to see them
- Contribute towards local child protection policy and groups by actively attending and contributing to meetings
- Provide written reports to the Governing Body in a timely manner
- Ensure that the Governing Body is updated on a regular basis regarding all child protection issues and investigations
- Ensure that relevant safeguarding files are copied and forwarded, in line with data protection law, when a pupil transfers to another school
- Lead a team reviewing and monitoring any causes of concern relating to Students.

No job description can account fully for all tasks needing to be performed by a Headteacher, and as such the contents of this document should not be seen as exhaustive. The Headteacher will be required to carry out any and all duties reasonably required by the Trust in the conscientious execution of their duties as headteacher at Kingsway Park High School

Person Specification

Category	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Honours degree from a recognised university Qualified teacher status 	<ul style="list-style-type: none"> NPQH Masters or equivalent in relevant discipline
Experience	<ul style="list-style-type: none"> Experience of Senior Leadership in a secondary school as a Headteacher, Deputy Headteacher or Assistant Headteacher Successful experience of managing significant organisational change in a school leadership role Experience of providing high standards of pastoral care Experience of curriculum development 	<ul style="list-style-type: none"> Experience of leading and managing capital projects
Professional Development and Experiential Learning	<ul style="list-style-type: none"> Evidence of continuing professional development relating to school leadership and management, and curriculum / teaching and learning 	<ul style="list-style-type: none"> Experience of working with other schools/organisations /agencies Experience of leading/ co-ordinating professional development opportunities Ability to identify own learning needs and to support others in identifying their learning needs
Strategic Leadership	<ul style="list-style-type: none"> Ability to articulate and develop Trustees vision Ability to inspire and motivate staff, students, parents and Trustees to achieve the proposers' aims of the school and meet their high expectations Evidence of successful strategies for implementing whole-school plans Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards challenging targets Evidence of successful strategies for implementing whole-school plans Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards challenging targets Knowledge of what constitutes quality in 11-18 educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all students 	<ul style="list-style-type: none"> Evidence of having successfully translated a vision into reality at whole-school level

	<ul style="list-style-type: none"> Understanding of and commitment to promoting safeguarding of students 	
Teaching and Learning	<ul style="list-style-type: none"> Knowledge and experience of successful teaching and learning strategies in order to meet the needs of all students in the school A secure understanding of assessment strategies Experience of effective monitoring / evaluation of, and intervention in, teaching and learning Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> Experience as a provider of professional development to other teachers and school leaders
Leading and Managing Staff	<ul style="list-style-type: none"> Experience of working in and leading staff teams Ability to delegate work and support colleagues in undertaking responsibilities Experience of working with governors to enable them to fulfil their responsibilities Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues arising Understanding of effective budget planning and resource deployment as enablers in terms of achieving educational priorities 	<ul style="list-style-type: none"> Successful involvement in staff recruitment, appointment and induction
Accountability	<ul style="list-style-type: none"> Ability to communicate on school performance effectively, orally and in writing to a range of audiences Experience of whole-school self-evaluation and improvement strategies Ability to provide clear information and advice to staff and governors Awareness of DfE / ESFA performance measures applicable to the school Experience of school inspection via Ofsted or Independent Schools Inspections 	<ul style="list-style-type: none"> Experience of offering challenge and support to improve performance e.g. SIP role Experience of leading sessions to inform parents and carers on aspects of school performance

Skills, Qualities & Abilities: professional and personal attributes	<ul style="list-style-type: none"> • High quality teaching skills • Excellent school leadership ability • Ability to diagnose and intervene wisely when solving problems • Strong commitment to the vision and ethos of KPHS • Commitment to their own professional development • Commitment to developing the whole-school team at KPHS • Total commitment to the school and its future success • Ability to build and maintain good relationships with a range of stakeholders • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively including in relation to the work of others • Ability to delegate appropriately • Empathy with children • Excellent communication and negotiation skills • Excellent presentational skills • Excellent problem-solving skills • Stamina and resilience • Self-confidence 	<ul style="list-style-type: none"> • Ability to manage public relations effectively including high profile contexts
References	<ul style="list-style-type: none"> • Positive recommendation(s) in professional references • DBS clearance • Satisfactory outcomes from due diligence 	