

**JOB DESCRIPTION**

**Executive Headteacher**

**Reports to:**  Chief Executive Officer and/or The PACT Board of Trustees.

**Accountable to:**  PACT Board of Trustees, Chief Executive Officer and Governors.

**Management:** Heads and Deputy Headteachers

**Location:** Any PACT Location

**Salary Range:** Leadership pay range L33 - L37

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| **Job Purpose** | * The Executive Headteacher is the lead professional and significant role model within secondary education in PACT and beyond. * They will proactively promote and demonstrate the trust vision and values including respecting cultural diversity and challenge inequality with specific reference to the students, staff and the communities served. * The Executive Headteacher is accountable for ensuring the educational success of the schools and outcomes in their jurisdiction and for aligning the overall trust framework to school improvement, as well as the individual school’s strategic plans. * They are responsible for providing support and challenge to each school’s Heads, Local Academy Committee and across all aspects of their work. * They should create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all, across the schools they lead. * The Executive Headteacher will have line management responsibility for the Heads working closely with the Local Academy Committee. * The Executive Headteacher will work closely with other Executive Headteachers and the CEO reporting into the Trust Board. * The Executive Headteacher will embody the trust values of Passion, Aspiration, Collaboration and Trust. * The Executive Headteacher will have the strategic responsibility for ensuring excellence in behaviour, attendance and personal development for all pupils. * The Executive Headteacher will work in collaboration with the trust leaders to grow the secondary phase of the MAT. |

**KEY RESPONSIBILITIES AND DUTIES**

**1.Leadership & Management**

* Leading by example, provide dynamic, consistent and motivational leadership, ensuring the successful delivery of the vision, ethos, aims and objectives of the schools and the trust.
* Gain commitment to the need for constant improvement, creating an environment of high expectations, creativity and aspiration.
* Work with each Head and the Local Academy Committee, and under the guidance of the Trustees and Executive Leadership, to develop a shared vision and strategic plan for secondary education, which is responsive to the communities they serve.
* Provide strategic plans which identify targets for ensuring that pupils achieve high standards and make excellent progress by increasing teachers’ effectiveness and securing rapid school improvement.
* Critically evaluate each school’s performance and ensure performance targets are achieved including those for vulnerable groups and that all schools exceed national benchmarks at GCSE and A-Level.
* Work externally as a Systems Leader to provide capacity whilst building the reputation of the trust thus forming effective partnerships. Promote and present PACT to prospective trust partners.
* Work with political and financial astuteness utilising the national context to plan for the future needs and further development of the schools within the trust and national context.
* Establish collaborative and open relationships with all stakeholders and trustees.
* In conjunction with the Heads at each school secure the commitment of parents and the wider community to the vision and direction of the schools and the trust.
* In conjunction with the Board and Executive Leadership Team, contribute to the trust strategic plan.
* Provide support and challenge for the CEO in order that the best decisions can be made for the trust including any preparation of strategic planning and documentation.
* To collaborate and effectively work with the Primary Schools within the trust to support its commitment for outstanding provision from ages from 3 to 18. To ensure a seamless progress.
* Oversee the quality assurance process required to ensure excellent Secondary Education.

**2. Excellent Curriculum and Pedagogy**

* Ensure schools engage the learner through knowledge rich, interesting and relevant teaching and learning with well-qualified and highly skilled teachers and support staff.
* Secure and sustain effective, high-quality teaching and learning by ensuring each Head has in place sound strategies for monitoring and evaluating the quality of teaching and standards of students achievement, using benchmarks and setting targets for the rapid improvement of all children including those in vulnerable groups.
* Ensure the agreement of a curriculum policy with the Local Academy Committees and individual school senior leaders which meet statutory and pupil requirements as well as PACT aims and local need.
* Ensure that robust assessment data analysis is used to set challenging targets against national benchmarks which holds school leaders to account.
* Through robust and effective monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum, pedagogy and assessment.
* Ensure that a high-quality educational experience is available for all children (whole person as well as academic).
* Promote excellence in spiritual, moral, social and cultural education and development for all children ensure exceptional personal development.
* Have oversight to ensure that appropriate pastoral support is available to all children.
* Ensure that the most current research and practice enables you to give effective guidance in all areas of curriculum and pedagogy.
* Review approaches to behaviour that are based on the best practices and robustly challenge any gaps in attendance.

**3. System and processes**

* Ensure schools adhere to all safeguarding and compliance procedures, holding them robustly to account.
* Ensure that PACT and school priorities are consistently and effectively implemented and the impact monitored for pupil progression, attainment and achievement.
* Ensure robust school self-evaluation and quality assurance procedures.
* Working with the Heads to advise other Executive Leaders/Trustees on the formulation and monitoring of the annual budget in order that the schools secure their objectives.
* Work with the Heads and Executive Leaders to recruit, develop and retain staff of the highest quality.
* To Ensure a consistent implementation of the Trust’s Professional Development Review policies to motivate and maximise staff performance.
* Ensure that each Head has in place for all staff clearly defined responsibilities, accountabilities and developmental plans.
* Oversee the implementation of PACT policies and procedures ensuring consistent application and monitoring for impact.
* Ensure agreed reporting mechanisms are effectively in place for each school’s Local Academy Committees. Ensure effective written reports to trustees.
* Work with other Executive Leaders and the Heads to maximise the level of external funding that is attracted to support each school’s development.

**4. The self-improving trust system**

* Treat everyone within the trust fairly and equitably demonstrating the core values and the gravitas commensurate with the role.
* Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs.
* Support each school to establish strong leadership roles at all levels within a distributed leadership structure.
* Ensure staff across PACT schools have opportunities for career development and develop processes to grow and retain our own talent.
* Maximise opportunities to share good practice within the trust and the wider educational landscape.
* Keep abreast of educational development and research informed practice in order to deliver appropriate and considered innovation.
* Provide advisory support to other schools/academies outside of the trust as required.

**Data Protection**

Ensure compliance with the Data Protection Act (2018) and General Data Protection Regulations and the Freedom of Information Act (2000).

Special Conditions of Employment

Rehabilitation of Offenders Act 1974

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions, and reprimands being considered. Any arrests, convictions caution or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with Prince Albert Community Trust’s Disciplinary Procedure.

**Health And Safety**

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in Prince Albert Community Trust’s Health and Safety Policy, and in any risk assessments relevant to the jobholder’s role or circumstances. Both can be accessed via the jobholder’s line manager and must be observed.

**Equality and Diversity**

Prince Albert Community Trust is committed to equality and values diversity. As such, it is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. This Duty requires the Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they encounter with dignity and respect and are entitled to expect this in return.

**Training and Development**

The Academy has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

**Mobility**

The jobholder may be required to transfer to any job appropriate to their grade at such a place as in the service of the Trust they may be required, in accordance with legitimate operational requirements and/or facilitating the avoidance of staffing reductions.

This job description may be subject to review and / or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.

**Further Information**

The above outline of key responsibilities and duties is not intended to be exhaustive. The Headteacher will be required to undertake any other reasonable duties as may be required.

The post holder is subject to the provisions of all safeguarding legislation and the Trust’s policies, procedures, professional standards and guidance governing all staff and partners who work with children and vulnerable adults.

**The Prince Albert Community Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.**

**Person Specification**

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| **Experience and Knowledge** | Essential /  desirable |
| Significant Secondary Headteacher experience with evidence of securing rapid and  sustained improvement and excellent outcomes in their own school/s | E |
| Significant experience and knowledge of post 16 education, including A-Level,  BTEC, apprenticeships and further educational qualifications. | E |
| Significant experience as a senior education professional with a demonstrable track  record of impact on improving and sustaining school standards at least in line with national  benchmarks. | E |
| Experience of, and proven success with, school improvement strategies working  with other school leadership teams effectively across a Trust. | D |
| Experience of delivering or facilitating leadership and other staff development  programmes | E |
| Experience of quality assuring school self-evaluation and improvement activities | E |
| Experience of contributing to school governance and promoting effective challenge  and support | E |
| Experience of HR and staff management at a senior level | E |
| Experience of successfully leading performance management including  addressing underperformance | E |
| Experience of promoting and leading trust strategic partnerships | D |
| Extensive knowledge of high quality school provision and effective professional  development of others. | E |
| Impact within the wider education sector | D |
| Up to date knowledge of education policy, pedagogy, inspection findings and  statutory requirements | E |
| Experience of dealing with Local Authority Education (Children’s Services) teams  and systems | E |
| **Qualifications and training** |  |
| Graduate with Qualified Teacher Status | E |
| Achieved or working towards NPQEL or other suitable executive qualification | E |
| Evidence of a commitment to on-going learning and professional development | D |
| Trained OFSTED inspector | E |
| **Personal Attributes and Skills** | Essential /  desirable |
| Be able to present self as highly professional, setting high expectations for all and  leading by example with integrity, creativity, resilience and clarity | E |
| Commitment to collaborative ways of working | E |
| Ability to generate and deliver collective vision and shared purpose | E |
| Excellent organisational skills | E |
| Able to manipulate and analyse school performance data which responds to areas  of need. | E |
| An enthusiasm and commitment to children and leadership aimed at making a  positive difference and raising standards | E |
| Able to work under pressure to meet targets and deadlines | E |
| Commitment to providing a high quality service to PACT schools and stakeholders | E |
| Be adaptive and responsive to change | E |
| Confidence and competence in public speaking and in delivering presentations | E |
| Able to influence effectively at all levels of an organisation | E |
| Track record of maintaining confidentiality when appropriate and having the  understanding to know when confidentiality cannot be promised | E |
| **Specific requirements** | Essential /  desirable |
| Full driving licence and use of car | E |
| Able to travel across the Trust and beyond to carry out duties | E |