

# St Mary's Catholic Primary School Lowestoft & St Mary & St Peter Catholic Primary School Gorleston (the 'Coastal Catholic Schools')

## **Executive Head Teacher Job Description**

St John the Baptist CMAT and the two schools are committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

Post Title: Executive Headteacher Purpose:

- To plan, implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students
- To monitor and support the overall progress and development of all staff and students.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To lead the schools' responsibility to provide and monitor opportunities for spiritual, personal and academic growth.

**Reporting to:** St John the Baptist Catholic MAT Board of Directors, Local Governing Bodies

of both schools, CEO

**Liaising with:** Senior Management Teams, teaching/support staff, LAs, MAT and Diocesan

representatives, external agencies and parents.

Salary/Grade: Leadership L20 - 26

**Disclosure level** Enhanced

This appointment is with the Directors of the Trust under the terms of the St John the Baptist Catholic Multi Academy Trust (SJB CMAT) contract based upon the Catholic Education Service contract which is signed with the Trust as employers. The Directors and LGBs will appoint a practising Catholic who can show by example and from experience that he or she will work to ensure that the schools are Catholic in all aspects. The appointment is subject to the current conditions of service for Headteachers contained in the School Teacher's Pay and Conditions document and other current education and employment legislation.

The Executive Headteacher is accountable to the Directors and Local Governing Bodies for the professional leadership, strategic direction and operational management of the Schools in order to ensure that the schools' aims are implemented in accordance with the school improvement plan and the policies of the Directors and Local Governing Bodies. The Executive Headteacher is required to

monitor, evaluate and review the impact of policies, priorities and targets of the schools and take timely action as necessary. The Directors and the Local Governing Body of each of the Schools are committed to safeguarding and promoting the welfare of children and young persons and the Executive Headteacher must ensure that the highest priority is given to following the guidance and regulations which safeguard children and young people.

#### **1 GENERAL ROLES AND RESPONSIBILITIES**

To exercise the ministry of a teacher under the supervision of the Diocesan Bishop, and to exercise the professional duties and maintain the professional standards of an Executive Headteacher in the Schools under the directions of the Board of Directors and in accordance with:

- o the provisions of the Education Acts and any associated regulations;
- o the Funding Agreement and the Memorandum and Articles of Association of the SJB CMAT;
- o Canon Law in relation to the governance and the Catholic character of the Academies;
- o the Teachers' Standards from time to time published by the Department for Education;
- the conditions of employment prescribed in the School Teachers' Pay and Conditions Document ("STPCD") from time to time in force, and the National Workload Agreement, where applicable;
- any policies, procedures, regulations or rules of the SJB CMAT, LGBs and the Board of Directors
- To be conscientious and loyal to the aims and objectives of the SJB CMAT and its Board of Directors and the Schools;
- To preserve and develop the Catholic character of the Schools;
- To have regard to the Catholic character of the Schools and not to do anything in any way detrimental or prejudicial to the interest of the same.
- To take part in acts of religious worship and to lead them;
- To instruct and supervise instruction in the Holy Scriptures and the Doctrines of the Catholic Church in accordance with the principles, and subject to the discipline, thereof to the satisfaction of the Diocesan Religious Inspector, or other appointed representatives of the Diocesan Bishop, at the time or times appointed for religious instruction, such children as are entrusted to you and to be present at such religious examinations of the children as may be directed to be held by the SJB CMAT and its Board of Directors.
- To cooperate with the Diocesan Bishop;
- To consult, where appropriate, with the Diocesan Bishop, the SJB CMAT and its Board of Directors and the staff of the Academies;
- To promote good relationships with the Local Authorities and the parents/guardians of the pupils of the Schools.
- To lead and participate in the selection and appointment of the teaching and non-teaching staff of the Schools, subject to the advice of the Diocesan Education Service and the HR Provider as appropriate and as agreed with the SJB CMAT and its Board of Directors.
- To secure that all pupils in attendance at the Schools take part in daily collective worship and secure that worship is in accordance with the rites and teachings of the Catholic Church in accordance with the provisions of the Academy Funding Agreement.
- To determine and ensure the implementation of a policy for the pastoral care of the pupils in accordance with the teachings of the Catholic Church.
- To provide for liaison and cooperation with officers of the Diocesan Education Service, making such reports to the Diocesan Education Service, LGB and the Directors and Trustees in connection with the discharge of your functions as they may properly require, either on a regular basis or from time to time.

# 2 LEADERSHIP AND MANAGEMENT OF STUDENT/PUPIL ACHIEVEMENT, SPIRITUAL GROWTH, PROGRESS AND SAFETY

- Ensure that student safety is at the centre of all of the Schools' functions, in particular strategic planning and resource management.
- Ensure an aspirational culture and ethos of challenge and support where all students/pupils can achieve success and become engaged in their own learning and the learning of others.
- Ensure a consistent and continuous school-wide focus on students/pupils' achievement, using data and benchmarks to monitor progress in every pupil's learning.
- Implement strategies which secure high standards of behaviour and attendance, student welfare, and citizenship.
- Ensure collaboration with other agencies in providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well being of students/pupils

#### **3 LEADING AND MANAGING STAFF**

- Ensure that outstanding teaching is the primary objective for all teachers.
- Lead, motivate, support, challenge and develop staff to secure improvement.
- Ensure that all staff are engaged with the schools' key improvement priorities and the development of the schools' aims and objectives, through effective communication across the whole school community, whether they be teaching or support staff.
- Maximise the contribution of staff to improve the quality of education provided and standards achieved.
- Implement and sustain rigorous procedures for monitoring the performance of all staff including objective setting and personal development plans.
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams.

#### **4 LEADERSHIP AND MANAGEMENT OF CURRICULUM**

- Determine and ensure implementation of a diverse, flexible curriculum to ensure high quality and personalised learning experiences for students/pupils of all backgrounds and abilities.
- Develop and champion the impact of the schools' curriculum on student opportunity and outcomes.
- Ensure that the curriculum is providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well being of all students/pupils
- Ensure that the curriculum enables students/pupils to progress successfully to the next stage of education on exit from the school.

### **5 MANAGING RESOURCES**

- Promote creativity, innovation and the use of appropriate existing and new technologies to achieve excellence.
- Agree and set appropriate priorities for expenditure with the Directors and Local Governing Bodies; allocate funds and monitor the effective administration and control of school budgets so that the Schools secure their objectives.
- Deploy and manage the schools' financial and human resources efficiently and effectively to achieve the schools' educational goals and priorities in line with the schools' strategic plan and financial context.
- Ensure school buildings and facilities meet the needs of the students/pupils and staff and are
  of the highest standard of cleanliness and repair and compliant with health and safety
  regulations.
- Explore and develop additional sources of funding.

#### **6 STAKEHOLDERS AND THE LOCAL COMMUNITY**

- Secure the commitment of all parents and carers, especially hard-to-reach parents, and the wider community, particularly the Parish and clergy to the vision and direction of the schools.
- Act at all times as an ambassador for the schools in a manner which upholds the Catholic values and ethos.
- Seek opportunities to communicate and enhance the value of the schools to other sectors of the local community.
- Contribute to the development of the education system by sharing effective practice, working in partnership with other schools, especially other primary schools and secondary schools which the schools feed, and promoting innovative initiatives.

#### **7 ACCOUNTABILITY AND GOVERNANCE**

- Work with the Directors and Local Governing Bodies to analyse and plan for the future needs and further development of the schools within the local, national and international context.
- Translate the vision into School Improvement Plans with agreed, prioritised, objectives and operational plans which will promote and sustain school improvement within an agreed timeframe.
- Encourage a school ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Present a coherent and accurate account of the schools' performance in a form appropriate to a range of audiences, including parents, the local authority, the local community, Ofsted, the Trust and others, to enable them to contribute effectively.

#### **8 TEACHING**

• Teach as necessary and appropriate relative to the other duties of the post.

#### 9 Other Specific Duties:

- To play a full part in the life of the schools' communities to lead the distinctive mission and ethos and to encourage staff and students to follow this example.
- To lead the schools in meeting their legal requirements for worship.
- To promote actively the schools and Trust's corporate policies.
- To continue personal development as agreed.
- To lead the implementation and comply with the schools' and MAT Health and Safety policy and undertake risk assessment as appropriate.
- To undertake any other duty as specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The Executive Headteacher may be asked by the Directors and the Local Governing Bodies to undertake other duties reasonably regarded as falling within the duties and responsibilities of the post. This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at anytime after consultation with the post holder. Employees of the Trust are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The LGBs will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. Representatives of the LGBs will regularly meet with the Executive Headteacher separately and together to ensure that the post holder is supported in providing equal attention, time and support to each school. In addition the Executive Headteacher will inform the relevant LGBs together or separately of any issues or challenges which need coordinated attention, such as a requirement to spend a period of time more in one school than the other. At all times we shall endeavour to work collaboratively and openly. This job description is current at the date shown, but following consultation with you, may be changed by the Directors to reflect or anticipate changes in the job which are commensurate with the salary and job title.

#### PERSON SPECIFICATION

This Local Governing Bodies and Directors are committed to safeguarding and promoting the welfare of children and young persons and Executive Headteachers must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and complete a Disqualification Declaration.

Experience	Leadership responsibility of/within a team	<ul> <li>Essential</li> </ul>
	Successful teaching experience and experience of	<ul> <li>Essential</li> </ul>
	leading within a subject area / Key stage	
	Successful teaching experience and experience of	
	leading within more than one subject area / Key	Desirable
	stage	
	Recent experience in a Catholic school or Academy	Desirable
	• Experience as Deputy / Assistant Headteacher or a member of SMT	Essential
	Experience of teaching in more than one school	<ul> <li>Desirable</li> </ul>
Qualifications and	• Degree	• Desirable
Training	• QTS	<ul> <li>Essential</li> </ul>
	Evidence of continuing professional development	<ul> <li>Essential</li> </ul>
	Postgraduate level qualification	<ul> <li>Desirable</li> </ul>
	NPQH award or Leadership Pathways certification	<ul> <li>Desirable</li> </ul>
	CCRS or equivalent	<ul> <li>Desirable</li> </ul>
Leadership	A practising Catholic	<ul> <li>Essential</li> </ul>
	• Secure understanding of the distinctive nature of the	
	Catholic school and Catholic education	<ul> <li>Essential</li> </ul>
	<ul> <li>Understanding of leadership role in spiritual</li> </ul>	
	development of pupils and staff	<ul> <li>Desirable</li> </ul>
	Experience in leading acts of worship in Catholic	
	schools	<ul> <li>Desirable</li> </ul>
	<ul> <li>Ability to articulate and share a vision of primary</li> </ul>	
	education within the context of the mission of the	
	school	<ul> <li>Essential</li> </ul>
	<ul> <li>Ability to inspire and motivate staff, pupils, parents</li> </ul>	
	and governors to achieve the aims of Catholic	
	education	<ul> <li>Essential</li> </ul>
	<ul> <li>Evidence of successful strategies for planning,</li> </ul>	
	implementing, monitoring and evaluating school	

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	improvement	Essential
	Ability to analyse data, develop strategic plans, set     targets and monitor/ovaluate progress towards	
	targets and monitor/evaluate progress towards these	. Faceutial
		Essential
	Knowledge of what constitutes quality in educational     provision, the characteristics of effective schools and	
	provision, the characteristics of effective schools and strategies for raising standards and the achievement	
	of all pupils	Essential
	Understanding of and commitment to promoting	Lissellitiai
	and safeguarding the welfare of pupils'	Essential
	Knowledge of the role of the governing body in a	Lissellitiai
	Catholic school	Desirable
	Evidence of having successfully translated vision into	Desirable
	reality at whole-school level	Essential
	Experience of working in and leading staff teams	Essential
	Ability to delegate work and support colleagues in	Lascittai
	undertaking responsibilities	Essential
	Experience of performance management and	
	supporting the continuing professional development	
	of colleagues	Essential
	Understanding of effective budget planning and	
	resource deployment	Essential
	Experience of working with governors to enable	
	them to fulfil whole-school responsibilities	Essential
	Successful involvement in staff recruitment,	
	appointment/induction	<ul> <li>Essential</li> </ul>
	Understanding of how financial and resource	
	management enable a school to achieve its	<ul> <li>Essential</li> </ul>
	educational priorities	
Knowledge and	Principles and practice of effective strategies for	Essential
Skills	learning and assessment	
	Ability to demonstrate accuracy	<ul> <li>Essential</li> </ul>
	Organisation skills	<ul> <li>Essential</li> </ul>
	Working knowledge and skills of ICT	Essential
	Good communication skills with people at all levels	Essential
	Ability to gain respect of pupils through manner of	
	confidence and authority	Essential
	Able to organise own workload in the context of	
	varied tasks	Essential
	Financial understanding and/or management of	
	budgets	• Essential
	Ability to analyse data	• Essential
	A secure understanding of the requirements of the	Essential
	National Curriculum and wider curricular	
	opportunities	. Facertical
	Knowledge and experience of a range of successful teaching and learning strategies to most the people.	Essential
	teaching and learning strategies to meet the needs	
	of all pupils	• Eccontial
	A secure understanding of assessment strategies and the use of assessment to inform the payt stages of	Essential
	the use of assessment to inform the next stages of learning	
	Experience of effective monitoring and evaluation of	Essential
	teaching and learning	- LOSCIILIAI
	Secure knowledge of statutory requirements relating	Essential
	to the curriculum and assessment	- L33CITUAI
	to the curriculum and assessment	

na of the characteristics of an officialise	
ng of the characteristics of an effective ironment and the key elements of ehaviour management	Essential
sperience in creating an effective ironment and in developing and g policy and practice relating to anagement	• Essential
and inspire	Essential
calmly under pressure	<ul> <li>Essential</li> </ul>
cically evaluate own performance and cessary changes to be more effective	• Essential
t to the Catholic Ethos of the school	<ul> <li>Essential</li> </ul>
honest, reliable	• Essential
r child-centred learning	<ul> <li>Essential</li> </ul>
are a dynamic vision for the	
tion of programmes and projects	<ul> <li>Essential</li> </ul>
urpose and ability to take personal	• Essential
lexible, open-minded and responsive vorking with others	• Essential
rk effectively as part of a team and to grate attitude	• Essential
teaching skills	<ul> <li>Essential</li> </ul>
tions of pupils' learning and attainment	<ul> <li>Essential</li> </ul>
nitment to school improvement and vement for all	• Essential
ld and maintain good relationships	<ul> <li>Essential</li> </ul>
nain positive and enthusiastic when er pressure	• Essential
h children	• Essential
unication skills	• Essential
ersonal skills	• Essential
resilience	• Desirable
mmendation in professional references	• Essential
health and attendance record	• Essential
reference without reservation	• Essential
	health and attendance record reference without reservation