**Head Teacher Job Description**

*This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.*

**Post Title:** **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 school's responsibility to provide and monitor opportunities for spiritual, personal and academic growth.

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| **Reporting to:** | St John the Baptist Catholic MAT Board of Directors, Local Governing Body, CEO |
| **Liaising with:** | Senior Management Team, teaching/support staff, LA, MAT and Diocesan representatives, external agencies and parents. |
| **Salary/Grade:** | Leadership L15-L21 |
| **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 LGB will appoint a practising Catholic who can show by example and from experience that he or she will work to ensure that the school is Catholic in all its 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 Headteacher is accountable to the Directors and Local Governing Body for the professional leadership, strategic direction and operational management of the School in order to ensure that the school's aims are implemented in accordance with the school improvement plan and the policies of the Directors and Local Governing Body. The Headteacher is required to monitor, evaluate and review the impact of policies, priorities and targets of the school and take timely action as necessary. The Directors and the Local Governing Body of the School are committed to safeguarding and promoting

the welfare of children and young persons and the 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 a Headteacher in the School under the directions of the Board of Directors and in accordance with:

- the provisions of the Education Acts and any associated regulations;
- the Funding Agreement and the Memorandum and Articles of Association of the SJB CMAT;
- Canon Law in relation to the governance and the Catholic character of the Academy;
- 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 and its Board of Directors

- To be conscientious and loyal to the aims and objectives of the SJB CMAT and its Board of Directors and the School;
- To preserve and develop the Catholic character of the School;
- To have regard to the Catholic character of the School 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 Academy;
- To promote good relationships with the Local Authority and the parents/guardians of the pupils of the School.
- To lead and participate in the selection and appointment of the teaching and non-teaching staff of the School, 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 School 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 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 School's 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 school's key improvement priorities and the development of the school's 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 school's 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 Body; allocate funds and monitor the effective administration and control of school budgets so that the School secures its objectives.
- Deploy and manage the school's financial and human resources efficiently and effectively to achieve the school's educational goals and priorities in line with the school's 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 school.

- Act at all times as an ambassador for the school in a manner which upholds its Catholic values and ethos.
- Seek opportunities to communicate and enhance the value of the school 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 school feeds, and promoting innovative initiatives.

**7 ACCOUNTABILITY AND GOVERNANCE**

- Work with the Directors and Local Governing Body to analyse and plan for the future needs and further development of the school within the local, national and international context.
- Translate the vision into a School Improvement Plan 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 school's 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 school community to lead its distinctive mission and ethos and to encourage staff and students to follow this example.
- To lead the school in meeting its legal requirements for worship.
- To promote actively the school and Trust's corporate policies.
- To continue personal development as agreed.
- To lead the implementation and comply with the school's 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 Headteacher may be asked by the Governing Body 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 postholder. Employees of the Trust are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
The LGB 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.
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 Body and Directors are committed to safeguarding and promoting the welfare of children and young persons and 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.

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| **Experience** | • Leadership responsibility of/within a team | • Essential |
| | • Successful teaching experience and experience of leading within a subject area / Key stage | • Essential |
| | • Successful teaching experience and experience of leading within more than one subject area / Key stage | • Desirable |
| | • 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 | • Desirable |
| **Qualifications and Training** | • Degree | • Desirable |
| | • QTS | • Essential |
| | • Evidence of continuing professional development | • Essential |
| | • Postgraduate level qualification | • Desirable |
| | • NPQH award or Leadership Pathways certification | • Desirable |
| | • CCRS or equivalent | • Desirable |
| **Leadership** | • A practising Catholic | • Essential |
| | • Secure understanding of the distinctive nature of the Catholic school and Catholic education | • Essential |
| | • Understanding of leadership role in spiritual development of pupils and staff | • Desirable |
| | • Experience in leading acts of worship in Catholic schools | • Desirable |
| | • Ability to articulate and share a vision of primary education within the context of the mission of the school | • Essential |
| | • Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of Catholic education | • Essential |
| | • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement | • Essential |
| | • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these | • Essential |
| | • Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils | • Essential |
| | • Understanding of and commitment to promoting and safeguarding the welfare of pupils' | • Essential |

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| | • Knowledge of the role of the governing body in a Catholic school | • Desirable |
| | • Evidence of having successfully translated vision into reality at whole-school level | • Essential |
| | • Experience of working in and leading staff teams | • Essential |
| | • Ability to delegate work and support colleagues in 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 | • Essential |
| | • Understanding of how financial and resource management enable a school to achieve its educational priorities | • Essential |
| **Knowledge and Skills** | • Principles and practice of effective strategies for learning and assessment | • Essential |
| | • Ability to demonstrate accuracy | • Essential |
| | • Organisation skills | • Essential |
| | • 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 | • Desirable |
| | • Financial understanding and/or management of budgets | • Desirable |
| | • Ability to analyse data | • Essential |
| | • A secure understanding of the requirements of the National Curriculum and wider curricular opportunities | • Essential |
| | • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils | • Essential |
| | • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning | • Essential |
| | • Experience of effective monitoring and evaluation of teaching and learning | • Essential |
| | • Secure knowledge of statutory requirements relating to the curriculum and assessment | • Essential |
| | • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management | • Essential |
| | • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management | • Essential |
| **Personal Qualities** | • Able to lead and inspire | • Essential |
| | • Able to work calmly under pressure | • Essential |
| | • Ability to critically evaluate own performance and | • Essential |

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| | make any necessary changes to be more effective | |
| | • Commitment to the Catholic Ethos of the school | • Essential |
| | • Enthusiastic, honest, reliable | • Essential |
| | • A passion for child-centred learning | • Essential |
| | • Ability to share a dynamic vision for the implementation of programmes and projects | • Essential |
| | • A sense of purpose and ability to take personal initiative | • Essential |
| | • A sensitive, flexible, open-minded and responsive attitude to working with others | • Essential |
| | • Ability to work effectively as part of a team and to have a collegiate attitude | • Essential |
| | • High quality teaching skills | • Essential |
| | • High expectations of pupils' learning and attainment | • Essential |
| | • Strong commitment to school improvement and raising achievement for all | • Essential |
| | • Ability to build and maintain good relationships | • Essential |
| | • Ability to remain positive and enthusiastic when working under pressure | • Essential |
| | • Empathy with children | • Essential |
| | • Good communication skills | • Essential |
| | • Good interpersonal skills | • Essential |
| | • Stamina and resilience | • Desirable |
| **References** | • Positive recommendation in professional references | • Essential |
| | • Satisfactory health and attendance record | • Essential |
| | • Professional reference without reservation | • Essential |