



JOB DESCRIPTION

Job Description: Executive Headteacher

Reporting To: Director of Primary Education

Pay Scale: L18 to L24

Job Purpose:

To balance the strategic and operational leadership of their school(s) and assume overarching responsibility for all aspects of functionality, management, performance and improvement. The post holder will oversee the school leadership team(s) in raising standards, both academic and pastoral, to ensure the school(s) build a reputation for excellence. With a passion for improving the life chances of young people, the post holder will engage with pupils, staff, parents and carers in an insightful, professional, skilful way, developing positive relationships, and reflecting all aspects of our ethical leadership competencies in everything they do.

Key Responsibilities: Specific

Strategic Leadership and School Development

- Develop the strategic vision and direction for the school(s) in partnership with TEAL SLT, the Local Governing Body (LGB), Head(s) of School and all stakeholders, ensuring alignment and leadership of the Christian values and ethos of the Infant school.
- Develop and maintain an ethos which enables secure and effective teaching and progress for all pupils, irrespective of their background, abilities or aptitudes.
- Provide leadership that enables the school(s) to deliver ongoing improvement in line with ambitious targets and their own improvement priorities.
- Support the CEO and TEAL SLT to establish and sustain the trust's values, culture, and strategic direction in partnership with the Trust Board.
- Participate in performance development in accordance with school policy and understand how this fits with CPD.

Quality of Education

- Ensure all pupils benefit from an expertly designed and well sequenced curriculum so that pupils are exposed to the knowledge and skills they need for the future, and reflects the Infant school's Christian ethos
- Ensure that teaching and learning throughout the school(s) are of the highest standards so that all pupils achieve well, including those with SEND.
- Tackle educational inequality, upholding and securing ambitious educational and behavioural standards for all pupils.
- Promote further support for the most disadvantaged and those with additional and special educational needs and disabilities within a safe and secure environment.
- Monitor the effectiveness of the quality of all aspects of provision, continually seeking areas for improvement and celebrating success

Resources

- Deploy resources effectively and efficiently in order to achieve the aims and objectives as set out in the School Improvement Plan.
- Effectively recruit and manage the staff of the school(s), utilising curriculum led financial planning and following all aspects of safer recruitment.
- Plan and monitor the school's budget, carefully monitoring pupil numbers and anticipating challenges ahead.
- Ensure that current estate and working environment is maintained and improved for the benefit of the pupils and school community.

Accountability and Governance

- Be accountable for the strategic leadership and management of the school(s), ensuring continuing improvement.
- Ensure that all staff are aware of, and operate within, TEAL Blueprints and Charters, upholding the strategic and ethical principles of the trust, promoting a culture of accountability that is recognised and accepted as an essential element of improvement at all levels and across all aspects of the trust's work.
- Understand and welcome the role of effective trust governance, upholding the obligation to give account and recognising that Trust Boards are ultimately responsible and accountable for the trust's work.
- Ensure the LGB, Executive Team, Education Committee and Trust Board receive quality information, providing information which enables them to fully meet their responsibilities.

System Leadership and Civic Responsibility

- Provide leadership which will inspire, motivate, challenge and support all staff employed by the school(s).
- Lead by example, with integrity, care and compassion, creativity, resilience and clarity, drawing on their knowledge, skill and expertise, and that of those around them.
- Work collaboratively with other Headteachers to identify areas for improvement, identifying opportunities to align our work where appropriate, to share what is best in all our schools, reducing the duplication of effort.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, working with political and financial astuteness, within a clear set of principles centred on the trust's vision and ethos, translating strategic thinking into operational delivery.

Religious Education (RE) and Collective Worship

- Oversee the provision and delivery of Religious Education (RE) at the Infant school, ensuring that the subject reflects the Christian ethos of the school and is engaging and appropriate for the age group.
- Ensure that Collective Worship is meaningful, inclusive, and aligns with the Christian faith, creating opportunities for pupils to reflect spiritually and morally.
- Develop links with the local church community, ensuring a strong partnership in the faith development of pupils.

Key Responsibilities: General

The post holder will be required to act on their own initiative or on the authority delegated from their line manager or a member of the School/TEAL SLT.

The post holder will be expected to work within TEAL and the schools' policies and procedures and uphold the organisation's values and vision.

The job description is not intended to be a complete list of duties and responsibilities but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of TEAL. The post holder will undertake any other duties appropriate to the remit.

TEAL is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.

The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others.

The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR. Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely).

The key competencies and behaviours commensurate with this post are identified overleaf.



Ethical Leadership Qualities - Values and Behaviours Framework

Value's	Behaviours
Trust	<ul style="list-style-type: none"> • Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others
Wisdom	<ul style="list-style-type: none"> • Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	<ul style="list-style-type: none"> • Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	<ul style="list-style-type: none"> • Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	<ul style="list-style-type: none"> • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors
Courage	<ul style="list-style-type: none"> • Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	<ul style="list-style-type: none"> • Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	<ul style="list-style-type: none"> • Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects.