



1 John 4:7 *Let us love one another, for love is from God.*
Learning together and worshipping together



Luke 1:37 *For nothing is impossible with God.*
"We aim high in our hearts and minds as we blossom in God's garden."

EXECUTIVE HEADTEACHER JOB DESCRIPTION

1. The Core Purpose of the Executive Headteacher in our Church schools

The Executive Headteacher [EHT] is the overall strategic leader in providing vision, exceptional and outstanding leadership and management for our schools whilst creating, inspiring and embodying the Christian character and culture of our Church schools. The EHT will work with all members of the school community in particular working closely with our Head of school / Teacher in Charge who is the visible leader and responsible for the day-to-day operation and management of our schools. The EHT must provide an environment for teaching and learning that empowers both staff and students to achieve their highest potential and live life in all its fullness.

The core purpose of the EHT is to provide strategic leadership and management within the context of the Church of England's vision for education to achieve high standards in all areas of our schools' work. To gain this success the EHT must maintain high quality education by effectively overseeing the management of teaching and learning to realise the potential of all pupils. The EHT must maintain continuous improvement and a culture that promotes excellence, equality and high expectations of all pupils within a strong Christian ethos to enable them to 'live life in all its fullness' (John 10:10). In providing strategic leadership of our church schools, the EHT will ensure that it is educating for wisdom, knowledge and skills; for hope and aspiration; for community and living well together; and for dignity and respect (Church of England's vision for education).

The EHT is the leading education professional in the schools, accountable to the governing boards. The EHT, working closely with our Head of School / Teacher in Charge, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims in accordance with our mission statements, and for the organisation and administration of the schools.

The EHT, working closely with all stakeholders will continue to develop and maintain effective partnerships. Our schools already have strong relationships with local churches, local and wider diocesan schools, other services and agencies for children, the Local Authority, Diocesan officers, higher education institutions and employers. Through such partnerships and other activities, EHT plays a key role in contributing to the development of the education system as a whole and collaborates with others to raise standards locally and nationally. The EHT will respond dynamically as appropriate to key national policies and initiatives.

The EHT is expected to carry out the duties required as set out in **part seven** of the **School Teachers' Pay and Conditions Document** within the School Conduct key staff appointments.

The Executive Headteacher will also be the Designated Safeguarding Lead. Please refer to the 'Role of the Designated Safeguarding Lead Job Description'.

2. Consultation

In carrying out these duties, to consult, where this is appropriate with the Authority, the Governing body, The Head of School / Teacher in Charge, the Staff of the school, the Diocese, School Improvement Professionals, parents/carers, pupils.

3. In relation to the statutory requirements

The appointment is subject to the current conditions of Headteachers contained within the document The School Teachers' Pay and Conditions, the School Standards and Framework Act 1988, Education Act 1996 and other current education and employment legislation, the school's Instrument of Government, the LA's approved Scheme for the Local Management of Schools and the LA's approved Health and Safety Policy, any rules, regulations or policies laid down by the governing body under their powers derived from statutory sources and any rules, regulations or policies laid down by the authority with respect to matters for which the governing body is not so responsible.

4. Ethics and professional conduct.

The EHT is expected to demonstrate consistently high standards of principled and professional conduct and is expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

The EHT is to uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

The EHT upholds public trust in school leadership and maintains high standards of ethics and behaviour. Both within and outside school, the headteacher will:

- Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position.
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law.

5. KEY AREAS

- a) Shaping the Future.
- b) Providing strategic leadership in Teaching, Learning, Assessment and Behavioural management.
- c) Developing Self and Working with Others.
- d) Managing the Organisation.
- e) Securing Accountability.
- f) Strengthening the Communities.

6. Duties and responsibilities

A] Shaping the future

To work with the governors to create the strategic vision for both our Church Schools within each schools' Christian character:

- I. To ensure that each school's vision is clearly articulated, shared, understood and acted upon effectively by all.
- II. To translate the vision and the strategy into workable operational plans underpinned by sound financial planning. The EHT should lead on the implementation of these plans to sustain school improvement.
- III. To uphold, promote and develop the Christian vision and values and the community ethos of holistic nurture.
- IV. To work in collaboration with the Governing Bodies to create and promote effective relationships:
 - a. liaison and cooperation with officers of the maintaining authority; making such reports to the authority in connection with the discharge of functions as it may properly require;
 - b. making arrangements for parents to be given regular information about the curriculum, the progress of their children and other matters, so as to promote common understanding of its aims;
 - c. maintaining existing relationships with schools and other educational establishments.
- V. To motivate and work with others to create a shared Christian culture and positive climate.
- VI. To provide opportunities for creativity, innovation and the use of appropriate new technologies.
- VII. To ensure that strategic planning takes account of diversity, values and experience of the wider community.
- VIII. To contribute to the Schools Self Evaluation plan and implement clear evidence-based school improvement plans and policies.
- IX. To provide strategic leadership to ensure that the curriculum reflects diversity and provides opportunities for all pupils to be inspired to learn.

B] Providing strategic leadership in Teaching, Learning , Assessment and Behavioural Management.

To work with the governing body within our schools' Christian character to secure and sustain effective teaching, learning, assessment and behavioural management

- I. To demonstrate competency in self- evaluation and being able to identify and act upon problems, ensuring that the improvement plan and the work towards the strategic direction of the schools is on track.
- II. To ensure every individual child has access to high quality teaching and learning. To demonstrate and articulate high expectations and set stretching targets for the whole community ensuring that there are robust standards of professional performance across the schools. To challenge under-performance at all levels and ensure effective corrective action and follow-up.
- III. To maintain and promote the high standards of behaviour, discipline and attendance.
- IV. To maintain a diverse, flexible curriculum that reflects the distinctive character of each school.
- V. To ensure a continuous and consistent School focus on pupils' achievement, using data and benchmarks to monitor progress.
- VI. To ensure that all pupils take part in daily collective worship in accordance with Section 70 and Schedule 20 of the Schools Standards and Framework Act 1998

- VII. To continue to implement the policy for the safeguarding and pastoral care of all pupils based on equality of opportunity for all.
- VIII. To develop effective links with our rural communities to extend the curriculum and enhance teaching and learning.
- IX. To work with the governing bodies to agree a strategic direction for managing financial and human resources effectively and efficiently to achieve educational goals and priorities.
- X. To ensure that the management systems work effectively in line with legal requirements.
- XI. To manage and organise the school environments efficiently and effectively to ensure that they meet the needs of the curriculum and all health and safety regulations.

C] Developing self and working with others

Within our schools' Christian character, to lead, support, challenge and develop a professional learning community which enables staff to achieve high standards and secure improvement. In addition, to be committed to their own continuing professional development in order to equip oneself with the capacity to deal with the complexity of the role and range of leadership skills and actions required of Executive Head Teachers.

- I. To ensure that professional duties are fulfilled, as specified in the terms and Conditions of Service of Teachers, including those for the Head of School / Teacher in Charge.
- II. To accept support from others including colleagues, governors and the LA. Where necessary ensuring clear delegation of tasks and devolution of responsibilities.
- III. To treat people fairly, equitably and with dignity and respect to create and maintain a positive trusting culture.
- IV. To develop and maintain effective strategies and procedures for staff recruitment, induction, professional development and performance review.
- V. To lead by example by acting professionally and efficiently and expecting the same of colleagues. This includes being proactive in terms of personal, spiritual and professional development and wellbeing. Manage own workload and that of others to allow an appropriate work/life balance.
- VI. To regularly review own practice, set personal targets and take responsibility for own personal development by participating positively in arrangements made for the appraisal of Executive Headteacher performance
- VII. To acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- VIII. To develop and maintain a culture of high expectations for self and others and taking appropriate action when performance is unsatisfactory and report to the Governing Body on the professional development of all staff.

D] Managing the organisation

Within each of our schools' Christian character, to deploy people and resources efficiently and effectively to ensure a safe learning environment following specific objectives in each school's visions, values and strategic plans.

- I. Working with the governing body to set appropriate priorities for expenditure, allocate funds and ensure effective administration and control.
- II. To manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- III. To make arrangements, if so required, for the security and effective supervision of the school buildings, contents and grounds, ensuring that any lack of maintenance is reported to the maintaining authority to undertake responsibilities as defined in the LA's Health and Safety Policy, or any such Health and Safety Policy as the governing body have determined.

- IV. To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure the efficiency and secure best value for money.
- V. To use and integrate a range of technologies to manage the school effectively and efficiently.
- VI. In collaboration with others, to produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- VII. To implement successful performance management processes with all staff, implementing decisions of the governing body in relation to staffing. Advise the governing body on the adoption of effective procedures to deal with teacher competence issues.

E) Securing accountability

Within our schools' Christian character, to be accountable for the efficiency and effectiveness of the school to the governors and all stakeholders:

- I. To maintain each schools' Christian ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- II. To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation, in keeping with performance management and appraisal procedures.
- III. To work with the Governing Body, providing information, objective advice and support, to enable them to meet their statutory responsibilities.
- IV. To work within suitable quality assurance systems, including internal reviews, self-evaluation and performance management.
- V. To present a coherent, understandable and accurate account of the School's performance to a range of audiences including, Governors, the LA, the Diocese, Ofsted, staff, parents and carers.
- VI. To engage the schools' communities in systematic and rigorous self-evaluation. To collect and use rich data sets to understand the strengths and weaknesses and combine the outcomes of regular schools' self-review with external evaluations in order to develop.
- VII. To provide information, advice and support to the governing bodies to enable them to meet their responsibilities.
- VIII. To manage and monitor the schools' budgets to achieve the agreed outcome, and to give regular written reports to the governing bodies including advising on the future need and plans for the maintenance of the schools' buildings, their decoration and security.
- IX. To report to the Governing Bodies on the discharge of the Head teacher's functions and the affairs of the school, and to work with the governing body in a close and balanced partnership for the good of the schools'.
- X. To ensure that the parents and pupils are well informed about the curriculum, attainment and progress and are able to understand realistic and challenging targets for improvement and to make a fully informed contribution to achieving them.
- XI. To report to the Chairs of Governors annually on the professional development of all teachers at the school.
- XII. To provide information about the work and performance of staff and where it is relevant to their future employment.

F) Strengthening within the schools' communities.

Within our schools' Christian character, to engage with the internal and external school community to secure equity, entitlement and the well-being of all pupils in order to share expertise and bring positive benefits to their own and other schools:

- I. To collaborate with other schools in order to share expertise and bring positive benefits to the school and other cluster schools.
- II. To collaborate at both strategic and operational levels with parents, carers and across multiple agencies for the well-being of all children.
- III. To build our schools culture and curriculum to take into account the richness and diversity of the schools' wider communities.
- IV. To create and promote positive strategies for challenging racial and other prejudice.
- V. To ensure learning experiences for pupils are linked into and integrated with the rural communities.
- VI. To collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their parents and carers.
- VII. To create and maintain an effective partnership with parents and carers to support and improve pupils' achievements and personal development.
- VIII. To seek opportunities to invite parents and carers, Church and community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider communities.
- IX. To contribute to the development of the education system by, for example, sharing effective SEN and inclusion practice, working in partnership with other schools and promoting innovative initiatives.
- X. To co-operate and work with relevant agencies to protect and support children's holistic development, and their well-being.

To fulfil the requirements and duties set out in the STPCD relating to Head Teachers and to meet the National Standards of Excellence for Head Teachers as published by DfE.

This job description outlines the main duties of the post, and is current at the date shown, incorporating the Department for Education Headteachers' Standards 2020.

The Executive Head Teacher will undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Governing Bodies.

The Executive Headteacher will be required to safeguard and promote the welfare of children and young people and is expected to demonstrate this commitment, holding all staff and volunteers accountable for their contribution to the safeguarding regulations.

16th February 2021