

Job Description

School: Bowes Cotherstone Federation

1. POST TITLE: Executive Headteacher

2. RELEVANT TO THIS POST:

Disclosure & Barring Service: Subject to DBS Enhanced disclosure

3. ORGANISATIONAL RELATIONSHIPS:

The post holder will be accountable to the Governing Body, Diocese and Local Authority for the leadership, internal organisation, management, and control of the 2 schools across the Bowes Cotherstone Federation.

4. DESCRIPTION OF ROLE:

The Executive Headteacher is to provide strategic and professional leadership and management for the Federation that will promote a secure foundation from which to achieve high standards in all areas of both of the schools within the Federation.

The Executive Headteacher is to provide effective professional leadership of Bowes school in a way which preserves and enhances the school's Church of England foundation.

5. DUTIES AND RESPONSIBILITIES SPECIFIC TO THIS POST:

As Executive Headteacher you will be required to undertake such duties as may reasonably be determined by the Governing Body and to carry out the following duties in consultation with the Governing Body, Diocese, LA, staff of the school and parents as appropriate:

Qualities and Knowledge

- Effectively manage the Federation on a day-to-day basis, provide strong leadership and promote the notion of team spirit;
- Lead, support and develop the Heads of School in order to allow them to be effective operational leads for both schools and to support them in leading change and driving improvement;
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them;
- Secure a climate for the exemplary behaviour of pupils;
- To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of the Headteacher;
- To meet the National Standards for Headteachers as published by the DfE;
- To achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.

Pupils and Staff

- Effectively deploy the teaching and non-teaching resources within the schools to ensure that the targets detailed in the School Improvement Plan adopted by the Governing Body are achieved; by demanding ambitious standards for all pupils, overcoming disadvantage

and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes;

- Manage the appointment of teaching and non-teaching staff across the Federation;
- Encourage the development of a culture that offers equality of opportunity to all pupils and staff across the Federation;
- Ensure that the requirements for teacher appraisal are implemented and to identify and promote the delivery of the training and development needs of the staff of both schools;
- Hold all staff to account for their professional conduct and practice;
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice;
- Performance manage the Heads of School and support them to improve and develop in their leadership, and to achieve change through working with the Heads of School.

Systems and Process

- Produce, implement, monitor and review the policies adopted by the Governing Body across the Federation;
- Ensure that the Federation's systems, organisation, staffing structure and processes are well considered, consistent, efficient and fit for purpose, upholding the principles of transparency, integrity and probity;
- Ensure that communication is effective and consistent across the Federation;
- Monitor the budgets of both schools, expenditure and income, and to advise the Governing Body on spending priorities consistent with the procedures of the County Council;
- Work alongside the Heads of School to provide a broad, balanced and relevant curriculum in accordance with the demands of the EYFS and National Curriculum, including the teaching of RE & promotion of SMSC for all pupils attending the Federation; and ensure that pupils have access to a daily act of collective worship;
- Work alongside the Heads of School to ensure that the progress of pupils of the school is monitored and recorded and that an effective system is developed for informing parents about their child's progress;
- Work alongside the Heads of School to ensure that a range of legal obligations associated with the proper running of the school, including health and safety matters, are addressed;
- To promote and safeguard the welfare of all children and young people within the School by ensuring that the School's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively;
- To be a Designated Safeguarding Lead in both schools and to attend meetings as required.

The Self Improving School

- Produce and implement the School Improvement Plans adopted by the Governing Body;
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements of both schools across the Federation;
- To build effective teams across the Federation through a culture of coaching and staff development;
- Promote high standards of individual pupil and school achievement and ensure the development of a stimulating and supportive learning environment;
- Create and promote an ethos in which individual pupil responsibility for learning, positive behaviour, personal development and achievement is fostered; they set high standards and expectations for high academic standards within and beyond the Federation, recognising difference and respecting cultural diversity within contemporary Britain;

- Work alongside the Heads of School to monitor, review and evaluate the standards of teaching and learning within the school and ensure that proper standards of professional performance are established and maintained;
- Develop the role of the school within the community;
- Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to collaborate within and outside of the Federation and to champion best practice and secure excellent achievements for all pupils and staff;
- Provide the Governing Body with sufficient advice and information to enable it to fulfil its legal responsibilities;
- Welcome strong governance and actively support the Governing Body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Executive Headteacher to account for pupil, staff and financial performance.

6. COMMON DUTIES AND RESPONSIBILITIES:

6.1 Quality Assurance

To set, monitor and evaluate standards at individual, team performance and service quality so that the school's requirements are met and that the highest standards are maintained. To establish and monitor appropriate procedures to ensure that quality data are reported and used in decision making processes and to demonstrate through behaviour and actions a firm commitment to data security and confidentiality as appropriate.

6.2 Communication

To establish and manage the team communications systems ensuring that the school's procedures, policies, strategies and objectives are effectively communicated to all employees.

6.3 Professional Practice

To ensure that professional practice in the school is carried out to the highest standards and developed in line with the school's stated objectives of continual improvement in quality of its service to internal and external customers.

6.4 Health and Safety

To ensure that the Health and Safety policy, organisation arrangements and procedures as they related to areas, activities and personnel under your control are understood, implemented and monitored.

6.5 General Management

To provide vision and leadership to employees within a specialist team, ensuring that effective systems are in place for workload allocation and management, the application of the school's policies and procedures, including those relating to equality, supervision and appraisal and all aspects of their performance, personal development, health and welfare.

6.6 Financial Management

To manage a designated budget (as required) ensuring that the school achieves value for money in all circumstances through the monitoring and control of expenditure and the early identification of any financial irregularity.

6.7 Appraisal

All relevant employees will receive appraisals and it is the responsibility of each employee to follow guidance on the appraisal process.

6.8 Equality and Diversity

To ensure our commitment is put into practice we have an equality policy which includes responsibility for all employees to eliminate unfair and unlawful discrimination, advance equality of opportunity for all and foster good relations.

6.9 **Confidentiality**

All employees are required to undertake that they will not divulge to anyone personal and/or confidential information to which they may have access during the course of their work.

All employees must be aware that they have explicit responsibility for the confidentiality and security of information received and imparted in the course of work and using school information assets. The school has a Personal Information Security Policy in place.

6.10 **Induction**

The school has in place an induction programme designed to help new employees to become effective in their roles and to find their way in the organisation.

6.11 **Safer Recruitment**

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

1.1 Person specification

School:

	Essential	Desirable	Method of Assessment
Application	<ul style="list-style-type: none"> Well-structured supporting letter indicating evidence of impact in attainment and progress that has resulted in sustained improvement in pupil achievement (No more than 1000 words) 		<ul style="list-style-type: none">
Qualifications	<ul style="list-style-type: none"> Qualified Teacher status National Professional Qualification for Headship (Recommended) OR Existing Headteacher OR recently served as a substantive Headteacher 	<ul style="list-style-type: none"> Evidence of further study - this could be ongoing and/or Further Professional Qualifications 	<ul style="list-style-type: none"> Application form Selection Process Certificates
Experience	<ul style="list-style-type: none"> Successful substantive experience at Senior Management level within a primary school Experience of successful and cooperative working as a member of a team Experience of the successful leadership of change Experience of improving teaching and learning Experience of promoting safeguarding procedures in a school 	<ul style="list-style-type: none"> A range of leadership, management and teaching experience in more than one context Teaching experience in more than one Key Stage Successful substantive experience at Senior Management level within a Church School 	<ul style="list-style-type: none"> Application form Selection Process Work related testing References
Professional Development	<ul style="list-style-type: none"> Have wide current knowledge and understanding of education and school systems locally and nationally Research and development covering leadership, curriculum and management issues that have resulted in successful change and effective practice Significant contribution and evidence of impact to the professional development of other colleagues in school 	<ul style="list-style-type: none"> Experience of planning and managing professional development 	<ul style="list-style-type: none"> Application form Selection Process Work related testing References
Skills/knowledge	<ul style="list-style-type: none"> Ability to communicate effectively in a variety of situations Ability to account to stakeholders and hold others to account Proven leadership skills Ability to lead by example drawing on their own and others expertise, skills and knowledge 	<ul style="list-style-type: none"> Knowledge and understanding of administration and budget management processes Understanding of the National Standards of excellence for Headteachers (Jan 15) 	<ul style="list-style-type: none"> Application form Selection Process Work related testing References Professional Profiling Exercise

	<ul style="list-style-type: none"> • Ability to lead, manage and organise an effective curriculum • Ability to analyse and evaluate school self-evaluation processes including the use of external and internal data in order to accurately prioritise strategic leadership objectives • Ability to initiate and lead change by inspiring and influencing others • Evidence of being able to build and sustain effective relationships with staff, Governors, parents and the wider community • Detailed knowledge of the structure and content of the current primary curriculum and Early Years curriculum • Understanding and knowledge of current issues in education, including the current Ofsted Inspection Framework 		
Personal Qualities	<ul style="list-style-type: none"> • A clear vision and understanding of the needs of all pupils in order to close gaps in achievement • A commitment to promoting high quality care guidance and support for pupils and parents • Commitment to maintaining and developing the Christian vision, values and ethos of Bowes school • Commitment to working with other schools and organisations in order to secure excellent achievements for all pupils 		<ul style="list-style-type: none"> • Application form • Selection Process • Work related testing • References • Professional Profiling Exercise

Any relevant issues arising from references will be taken up at interview.

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.