

JOB DESCRIPTION

Director Area: Schools	Job Ref Number:
Service Area: North Wolds Federation– Market Rasen C of E Primary School and Nettleton Community Primary School	Grade: Group 3 (Pay range L18-L24)
Job Title: Executive Headteacher	
<p>PURPOSE OF JOB:</p> <p>Duties</p> <p>This job description is subject to the general conditions of service for a Executive Headteacher as set out in the current School Teachers Pay and Conditions Document. This job description is based on the National Standards of Excellence for Head Teachers (2020). The job description details responsibilities but does not direct any particular priorities or amount of time to be spent carrying out these duties. This job description is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after consultation, to meet the changing needs of the schools.</p> <p>Main Purpose</p> <p>The Executive Headteacher will provide professional leadership, vision and strategic direction for the schools in order to maintain and develop the school’s Christian ethos which enables pupils and teachers to achieve effective learning. The Executive Headteacher will ensure that the school’s aims and objectives are implemented in accordance with the policies of the governing body and national and local education strategy.</p>	
MAIN DUTIES:	
1.	<p>School culture</p> <ul style="list-style-type: none"> • establish and sustain the federation’s ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community • create a culture where pupils experience a positive and enriching school life • uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life

	<ul style="list-style-type: none"> • promote positive and respectful relationships across both school communities and a safe, orderly and inclusive environment • ensure a culture of high staff professionalism
2.	<p>Teaching</p> <ul style="list-style-type: none"> • establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn • ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains • ensure effective use is made of formative assessment
3	<p>Curriculum and assessment</p> <ul style="list-style-type: none"> • ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught • establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities • ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading • ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum
4	<p>Behaviour</p> <ul style="list-style-type: none"> • establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils • ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy • implement consistent, fair and respectful approaches to managing behaviour • ensure that adults within the school model and teach the behaviour of a good citizen
5	<p>Additional and special educational needs and disabilities</p> <ul style="list-style-type: none"> • ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities • establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively • ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate • ensure the school fulfils its statutory duties with regard to the SEND code of practice

6	<p>Professional development</p> <ul style="list-style-type: none"> ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
	<ul style="list-style-type: none"> prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development ensure that professional development opportunities draw on expert provision from beyond the federation, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning
7	<p>Organisational management</p> <ul style="list-style-type: none"> ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds ensure staff are deployed and managed well with due attention paid to workload establish and oversee systems, processes and policies that enable the schools to operate effectively and efficiently ensure rigorous approaches to identifying, managing and mitigating risk
8	<p>Continuous school improvement</p> <ul style="list-style-type: none"> make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the context of each school ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9	<p>Working in partnership</p> <ul style="list-style-type: none">• forge constructive relationships within and beyond the federation, working in partnership with parents, carers and the local community• commit their federation to work successfully with other schools and organisations in a climate of mutual challenge and support• establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils
10	<p>Governance and accountability</p> <ul style="list-style-type: none">• understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility• establish and sustain professional working relationship with those responsible for governance• ensure that staff know and understand their professional responsibilities and are held to account• ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties