

Job Title	Headteacher
School details	Walton le Dale High School Numbers on roll: 732 School group size: Group 8
Responsible to	Chief Executive Officer (CEO) The Chair and Board of Trustees Local Governing Board
Contract type	Full time, permanent
Salary	L28 - L32

Main purpose

Provide leadership and strategic direction, holding delegated accountability for standards and quality in the school in order to:

- Provide every child with a high-quality education, which promotes the highest possible standards of achievement;
- Maximise potential through the skills and resources available from across the trust;
- Build leadership capacity in the school.

Main Responsibilities and Duties

Leadership

- Overall responsibility for all delegated management and operational activity of the school;
- To provide enthusiastic, innovative and consistent leadership to the school and its leadership team;
- To work positively with the community to ensure the best possible outcomes for all pupils, especially those who are the most vulnerable;
- Implement the trust's policies, ensuring they are rigorous and sustainable, and strategies in order to transform the outcome for pupils at the school;
- To ensure that pupils are healthy, stay safe, enjoy and achieve their maximum potential, and achieve economic and personal well-being once they leave the academy;
- To develop the reputation of the school, locally, regionally and nationally;

Education Provision and Standards

- Ensure that a modern, up to date curriculum is developed and implemented and that curriculum delivery is translated into effective learning and assessment practice
- Encourage and promote innovation in educational provision through the commissioning and delivery of services, ensuring that the school can meet changing needs and demands consistent with government guidelines and requirements;
- Ensure that high quality provision is available to all pupils regardless of race, religion, sexual orientation, gender, disability, economic background or special educational needs;



- Develop a culture where pupils feel safe, confident and can attain their maximum educational outcomes.

Finance, Personnel and Resources

- Ensure that all the activities of the school are conducted in accordance with all legal requirements and regulations. That policies and procedures are consistent with “best practice” and recognised codes of probity;
- Develop and implement a performance management framework for the delivery of high quality services through high quality performance;
- Recruit, manage and motivate a committed, effective and diverse workforce that understands its roles and enables and promotes high quality learning;
- To ensure that all resources are organised and managed to provide the best possible outcomes for pupils;
- To ensure the development of positive solutions to achieving diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.

Additional Responsibilities

- Deal with any immediate problems or emergencies according to the school’s policies and procedures;
- Respect confidential issues linked to home/pupils/teacher/school work;
- Fire Marshall duties in the case of Fire and/or Emergency Evacuation where applicable;
- Comply with the school’s Child Safeguarding Procedures, including regular liaison with the school’s Designated Child Safeguarding Lead over any safeguarding issues or concerns;
- Comply with the school/trust policies and procedures at all times;
- Undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

Headteacher Standards

1. School culture

Headteachers:

- establish and sustain the school'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
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Headteachers:

- 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. Curriculum and assessment

Headteachers:

- 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. Behaviour

Headteachers:

- 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. Additional and special educational needs and disabilities

Headteachers:

- 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. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- 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 school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

Headteachers:

- 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 school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- 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 school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school 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. Governance and accountability

Headteachers:

- 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