



JOB DESCRIPTION

Job Title	Level 1: Headteacher
Academies responsible for	All Faiths Children’s Academy and The Gordon Children’s Academy
Reporting to	Director of Education
Salary	L20-L29

JOB PURPOSE:

To provide strategic leadership and be accountable for the direction, standards achieved and quality of teaching and learning in the assigned primary academies in order to:

1. Provide leadership and management which enables the primary academies to give every pupil a high-quality education, and which promotes the highest possible standards of learning and achievement;
2. Be accountable for OFSTED requirements for the academies with the support from each Academy’s Headteacher or Head of School.
3. Build leadership capacity in each primary academy
4. The Level 1 Headteacher will have line management responsibilities for the Head of Schools in one or more of the Academies and act as the Headteacher in the third.
5. To work with school leaders to ensure a primary education that brings our TSAT schools closer together and supports our all through education model.
6. To be a champion of our Strood schools within the wider TSAT family, local and national platforms.

Please note, that where ‘academies’ are referred to within the job description, this will relate to the academies under the remit of the Level 1 Headteacher as agreed with the MAT.

MAIN RESPONSIBILITIES AND CORE DUTIES:

1. Strategic Leadership

- Responsible for creating and implementing culture of raising aspiration, achievement and attainment, is achieved through an inclusive, sustainable and innovative lifelong education environment
- Ensure the Academies achieve their performance targets
- Work with all stakeholders to generate enthusiasm and commitment whilst promoting the academies to a range of audiences

- Responsible for developing the shared vision and strategic plan for the Academies, which is responsive to the communities they serve. At the core of this should be the educational and personal development of the pupils
- Working with each Headteacher and the regional governing body and under the guidance of the Trust to develop the shared vision and strategic plan for the academies, which is responsive to the communities they serve. At the core of this should be the educational and personal development of the pupils
- Supporting plans for the future needs and further development of the academies within the local and national context
- To work with and support the Chief Executive, Director of Education, Board of Directors and members of the MAT, Governors and staff to define and implement the Academies' vision and strategic direction so that it is understood and acted upon by all stakeholders
- Responsibility to challenge, motivate and empower others to attain ambitious outcomes.

2. Leading Learning & Teaching

- Ensure that all schools drive our Thinking Schools culture, ethos and values through each of our schools ensuring that our children and staff develop as thinkers.
- Work with leadership teams to ensure the effective use of school to school support to develop our staff within the collective vision
- Secure and sustain effective teaching and learning throughout the Academies by ensuring sound strategies for monitoring and evaluating the quality of teaching and standards of pupils' achievement are in place, using benchmarks and setting targets for improvement. This should include those with special educational or linguistic needs in order to set and meet challenging, realistic targets for improvement
- Promote excellence in teaching and learning, ensuring a continuous and consistent academy-wide focus on pupils' achievement and development (moral, spiritual, physical and social, as well as academic)
- Ensure that a high quality educational experience is available for all children and young people
- Create a culture of challenge, support and high expectations
- Ensure that effective and appropriate pastoral support is available to pupils
- Working with the Trust and contribute to agreeing a curriculum policy to meet statutory and pupil requirements
- Through monitoring and evaluation, identify and act on areas of improvement in relation to the curriculum and assessment
- Develop an inclusive and supportive approach so that each Academy is a place where all pupils feel welcome

3. Raising aspiration, achievement and attainment

- Ensure that the needs and aspirations of each student is addressed through personalised learning and mentoring

- Support the Director of Education in ensuring that assessment data is used to set challenging targets
- Support the Director of Education in analysis of data to ensure that all schools maintain the highest outcomes for our children
- Be committed to developing a thinking, teaching and learning journey for our children, across all areas of learning, from EYFS through to our 6th form students.
- Ensure Academy-wide priorities are consistently and effectively implemented
- Challenge practice to ensure a stimulating learning environment
- To work with leadership teams to develop personal development across our schools to provide our children with effective tools to transition successful to secondary school
- To support our leadership teams to raise our children's aspirations to ensure that they aspire, are challenged and achieve personal growth and individual success.
- Continue to develop our use of digital learning across our schools as part of a wider strategy to develop our children to be ready for secondary school and the wider world around them

4. Developing Self and Working with Others

- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs
- Treat everyone within each Academy fairly and equitably ensuring a high standard of professional development for all staff and for self
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation.
- Develop a culture of personal responsibility that recognises both excellence and supports appropriate strategies to deal with under performance
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the academies
- Develop the capacity, through coaching and other appropriate means, of the educational leadership and management, particularly the SLT
- Work closely with Headteachers and Heads of School within each Academy to build effective and motivated teams.
- Be an advocate for TSAT training programs ensuring that our schools support initiatives and implement these successfully into our schools.
- When required, lead and manage Trust wide initiatives working collaboratively across all of our schools.

5. Leading the Organisation

- To embed a reflective culture across all schools in line with our Thinking Schools culture and ethos
- Establish collaborative and open relationships with all stakeholders

- Ensure that communication channels exist enabling all staff to receive information they need in order to carry out their professional duties effectively
- Provide dynamic, consistent and motivational leadership, ensuring the successful delivery of the vision, ethos, aims and objectives of the academies
- Lead by example, be personally visible and committed whilst adopting a strong and flexible leadership style
- Establish collaborative and open relationships with all stakeholders
- Critically evaluate each Academy's performance, supporting the development of school priorities including the SIP and SEF as well as working strategically across all of our schools to utilize strengths for the benefit of all of our children
- Ensure structures deliver pupil progression, attainment and achievement
- Oversee the implementation of our performance management framework for all staff ensuring that we recognise individual's experience, skills and expertise as well as personal reflection and growth

6. Managing the Organisation

- Support the work of the Executive Business Manager to enhance the business management functions within each academy and maximize the level of external funding that is attracted to support the academy's development
- Work with the Director on Education on the formulation of the annual budget in order that the school secures its objectives
- Work with Trust Members and senior colleagues to recruit and retain staff of the highest quality
- Work with the Trust Members and senior colleagues to deploy all staff effectively in order to improve the quality of education provided
- Ensure the regular monitoring of the budget for the school and the oversight of the use of resources
- Ensure that the allocation and use of accommodation within the school provides a positive learning environment that promotes the highest achievement for all
- Support the Work with the Trust Members in securing adequate resources for the school

7. Securing Accountability

- Work with the Director of Education to enable him/her to meet their responsibilities
- Ensure all staff have clearly defined responsibilities and accountabilities
- Support each Academy to establish strong middle leadership roles within a distributed leadership structure
- Secure robust Academy self-evaluation and quality assurance procedures
- Establish mechanisms for reporting to all key stakeholders at agreed intervals
- Support and implement the TSAT QA structure to ensure that schools are able to reflect and develop as a result of this supportive process
- Work effectively within the Scheme of Delegation

8. Leading in the community through collaboration

- Support the Director of Education in developing community engagement, promoting a continuous culture of change and nurturing creativity for all
- Create and maintain an effective partnership with parents/carers
- Strengthen each Academy's positive image in the wider community
- Develop each Academy's extended school provision
- Actively support the diversity of the Academy's communities and students
- Work with leaders across our schools to showcase our Strood hub. To celebrate our success and to ensure that we work as a team to highlight our staff and children
- To ensure that all TSAT wide initiatives are successful within our hub by working closely with our teams to lead and implement our ambitions for our schools
- To develop a coaching and collaborative way of working where our schools can develop the curriculum and other areas of our schools to ensure school to school support develops our teachers and impacts on our children's education

9. Conditions

The Level 1 Headteacher 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 CEO, Trust Director of Education and Regional Governing Body.

Generic Duties relevant to all members of staff

1. The Trust

The ethos of the Trust is included within the strapline "Transforming Life Chances". All staff are expected to be committed to this aim in everything they do.

It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct".

As a member of the Trust your role will be based at the Trust central office. However you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

2. Teaching and Learning

This is our core business and therefore it is an absolute priority. Although this role is not a direct teaching role you are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

3. ICT

It is expected that all teaching and support staff follow the ICT Vision of the Trust.

All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.

All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

4. Health and Safety

Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

5. Safeguarding

The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Child Protection Officer.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust and Director of Education – Strood Hub. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.