Ermine Primary Academy

**JOB DESCRIPTION**

**Post: Headteacher**

**Location: Ermine Primary Academy, Redbourne Drive, Lincoln LN2 2HG**

**Role: To effectively lead and manage the Academy and to achieve steady and sustained improvement**

**Responsible to: The Governors of the Academy and the Directors of the Trust**

**Responsible for: The Leadership Team and through them all staff employed by the Academy**

This job description is subject to the general conditions of service for a 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 (2015).

**Main Purpose**

The Headteacher will provide professional leadership, vision and strategic direction for the academy in order to maintain and develop the conditions which enable pupils and teachers to achieve effective learning so that the academy’s aims and objectives are implemented in accordance with the policies of the governing body and national and local education strategy

**Key Accountabilities**

**Quality and Knowledge**
1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.

2. Demonstrate optimistic personal behaviour, positive relationships and attitudes
towards their pupils and staff, and towards parents, governors and members of the
local community.

3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their
own scholarship, expertise and skills, and that of those around them.

4. Sustain wide, current knowledge and understanding of education and school systems
locally, nationally and globally, and pursue continuous professional development.

5. Work with political and financial astuteness, within a clear set of principles centred on
the school’s vision, ably translating local and national policy into the school’s context.

6. Communicate compellingly the school’s vision and drive the strategic leadership,
empowering all pupils and staff to excel.

**Pupils and staff**
1. Demand 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.

2. Secure excellent teaching through an analytical understanding of how pupils learn
of the core features of successful classroom practice and curriculum design, lead
rich curriculum opportunities and pupils’ well-being.

3. Establish an educational culture of ‘open classrooms’ as a basis for sharing best
practice within and between schools, drawing on and conducting relevant research
and robust data analysis.

4. Create an ethos within which all staff are motivated and supported to develop the
own skills and subject knowledge, and to support each other.

5. Identify emerging talents, coaching current and aspiring leaders in a climate where
excellence is the standard, leading to clear succession planning.

6. Hold all staff to account for their professional conduct and practice.

**Systems and process**
1. Ensure that the school’s systems, organisation and processes are well considered,
efficient and fit for purpose, upholding the principles of transparency, integrity and
probity.

2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on
safeguarding pupils and developing their exemplary behaviour in school and in the wider
society.

3. 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.

4. Welcome strong governance and actively support the governing board to understand its
role and deliver its functions effectively – in particular its functions to set school strategy
and hold the Headteacher to account for pupil, staff and financial performance.

5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment
of budgets and resources, in the best interests of pupils’ achievements and the school’s
sustainability.

6. Distribute leadership throughout the organisation, forging teams of colleagues who have
distinct roles and responsibilities and hold each other to account for their decision
making.

**The self-improving school system**
1. Create outward-facing schools which work with other schools and organisations - in a
climate of mutual challenge - to champion best practice and secure excellent
achievements for all pupils.

2. Develop effective relationships with fellow professionals and colleagues in other public
services to improve academic and social outcomes for all pupils.

3. Challenge educational orthodoxies in the best interests of achieving excellence,
harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.

4. Shape the current and future quality of the teaching profession through high quality
training and sustained professional development for all staff.

5. Model entrepreneurial and innovative approaches to school improvement, leadership and
governance, confident of the vital contribution of internal and external accountability.

6. Inspire and influence others - within and beyond schools - to believe in the fundamental
importance of education in young people’s lives and to promote the value of education.

NOTE:

The description of the tasks associated with the Headship of a primary academy is by no means exhaustive. Our expectation is that the Headteacher will do whatever is necessary to further the effective performance and development of the academy, its students, staff and community.

Additions and amendments to those responsible may be made from time to time by agreement between the Headteacher, CEO and Governing Body.