

## Job Profile

**Salary:** Group 2, ISR L12-L18, Currently £51,639 - £59,857. (Earning potential up to **£75,000** with performance enhanced pay). Details will be discussed with short-listed candidates at interview.

**Reports to:** The DCAT Board of Directors.

In addition, it is the role of the Local Governing Body [LGB] to support and strengthen its Headteacher's leadership through robust challenge; working with the Board of Directors to hold the Headteacher accountable for the performance of staff and pupils.

**Hours:** Full-time

**Start Date:** Easter 2018, by agreement.

### Function of the post:

With a shared belief in the vision and values of the Diocese of Chichester Academy Trust (the Trust), you will provide robust strategic leadership and direction in Central CE Academy, ensuring a child centred approach to education that enables continuous and progressive improvement in all pupils' learning. Fostering confidence, ambition and motivation in staff, you will promote and deliver a positive, exciting and relevant learning experience for pupils, where teaching and learning is consistently good or better and parents, carers and the local community are engaged in supporting the children's learning.

### Principal Accountabilities:

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

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

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

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

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.

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

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.

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

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.

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

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

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

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.

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.

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.

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.

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.

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.

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.

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

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.

Shape the current and future quality of the teaching profession through high quality training

and sustained professional development for all staff.

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

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.

Lead, inspire and resiliently promote a positive whole school culture and ethos aligned to the values of the Trust, that supports the academy on its rapid journey to excellence and secures a strong reputation locally as Christian academy of choice for pupils, parents and teachers;

Lead the development and delivery of a dynamic, relevant and enriching curriculum which motivates and inspires all children to learn and achieve;

Lead the development and delivery of the academy's Post-Ofsted Action Plan [POAP] supported by the Trust, to ensure it is child centred, supports exemplary teaching and learning strategies and practice, and secures a strong reputation locally as a model academy.

Develop and implement a strategy for recruitment, retention and professional development of staff that will ensure good or better teaching in an environment that staff find challenging, enriching and rewarding;

Ensure academy structures and systems are secure and supported by robust policies and procedures, creating an environment where whole school leadership and management is effective, financial planning and quality assurance is robust and the school is a safe and well used educational environment for children;

Act as Designated Safeguard Lead, committed to ensuring all practices relating to safeguarding and child protection are effective and that children and staff feel safe and are valued.

Contribute to the success of the Multi—Academy Trust by building and promoting the engagement with the community stakeholders and engaging with other schools to enhance learning through school to school support and evidence based practice;

### **Christian Distinctiveness:**

Ensure that the Christian distinctiveness of the academy is clearly articulated, taught, shared, celebrated, understood and acted upon effectively by all.

To be active and reflective every day in work and practice for the Church of England vision for Education, i.e.: embracing 'life in all its fullness' at the heart of academy activity. A vision that holds the spiritual, physical, intellectual, emotional, moral and social development of children through the four elements of wisdom, hope, community and dignity.

Ensure that strategic planning takes account of Christian values, diversity and the experience of the academy and community.

### **DCAT**

With a supportive and collaborative approach it is expected that our academies are actively engaged and contribute to the work of the Trust; have a shared vision and work within the requirements of the Trust whilst retaining and developing the academy's own identity.

### **National Standards of Excellence for Headteachers:**

The National Standards of Excellence for Headteachers define high standards which are applicable to all headteacher roles within a self-improving school system. These standards are designed to inspire public confidence in headteachers, raise aspirations, secure high academic standards in the nation's schools, and empower the teaching profession.

You will act in accordance with the four 'Excellence as Standard' domains being: qualities and knowledge, pupils and staff, systems and process and the self-improving system detailed in the National Standards of Excellence for Headteachers, January 2015.

### **Teachers' Standards (England):**

Ensure all teachers adhere to the Teachers' Standards across the academy ensuring that all teaching reflects evidence based research that enables inspirational teaching and effective learning, which will lead to improved results.

### **Framework:**

Professional responsibilities and duties should be undertaken in line with the contractual framework for teachers set out in the current School Teachers' Pay and Conditions document, the academy's Scheme of Delegation and in line with statutory obligations and regulations that apply to academies within a multi-academy trust and or as directed by the Diocese of Chichester Academy Trust. The duties contained within this job profile should not be regarded as exclusive or exhaustive and you may undertake a range of other duties that are appropriate to the salary grade and in line with the context of your role. Please note that, in consultation with the post holder, the Diocese of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

### **Equality and Inclusion:**

The Diocese of Chichester Academy Trust believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the academy has a number of policies that you should ensure you are familiar with and compliant to. Any breaches may lead to termination of employment.

### **Health and Safety:**

You are responsible for ensuring that workplace responsibilities within the Section are carried out with full regard to, and in support of, The Trust's Health and Safety Policies.

### **Sustainability and Environment:**

The Diocese of Chichester Academy Trust is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of regional and local environmental issues. The Diocese of Chichester Academy Trust will support the academy in continuously seeking to find ways to improve its environmental performance and all staff are required to support these aims.

### **Data Protection:**

You will be responsible for conducting activities in compliance with the requirements of the Data Protection Act and the Employment Practices Data Protection Code 2002, especially concerning confidentiality, treatment of personal information and records management.

### **Safer Recruitment**

#### **Right to Work:**

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. Please advise if you require any guidance or further information on this.

### **Safeguarding**

The Diocese of Chichester Academy Trust and academy are committed to safeguarding and

promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. New members of staff will be required to apply for Disclosure Service certification as part of the School's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at [www.homeoffice.gov.uk/dbs](http://www.homeoffice.gov.uk/dbs).



