

## HEADTEACHER- JOB DESCRIPTION

### INTRODUCTION

The Academy has been designated by the Secretary of State as a Academy with a religious character. Carmel Education Trust's Articles of Association state that it is part of the Catholic Church and is to be conducted as a Catholic Academy in accordance with Canon Law, the teachings of the Roman Catholic Church and the Trust Deed of the Diocese of Hexham and Newcastle. At all times the Academy is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ. The post therefore requires a practising Catholic who can show by example and from experience that he or she will ensure that the Academy is distinctively Catholic in all its aspects.

This appointment is with the Directors of Carmel Education Trust, working to the Deputy Chief Executive Officer of the Trust, under the terms of the Catholic Education Service contract signed with the Directors as employers. It is subject to the current conditions of service for Headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out his/her duties the Headteacher shall consult, when appropriate: Chief Executive Officer, Deputy Chief Executive Officer, the Directors, the Local Governing Body, the Diocese, the Local Education Authority, the staff of the Academy, the parents of its pupils, the parish/es served by the Academy and other local Catholic schools, particularly where collaboration or federation is being developed.

This job description is based on the key areas identified in the *National Standards of Excellence for Headteachers* published by the Department for Education (2015).

Carmel Education Trust and the Diocese acknowledge the importance of the role of the Catholic Headteacher and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

Carmel Education Trust and the Diocese are committed to safeguarding and promoting the welfare of children and young people and vulnerable adults and the Chief Executive Officer must ensure that the highest priority is given to following the guidance and regulations to safeguard them. The successful candidate will be required to undergo an Enhanced check for Regulated Activity from the Disclosure and Barring Service.

In conjunction with the Chief Executive Officer and Deputy Chief Executive Officer, the core purpose of the Headteacher is to set and implement the strategic direction of the Academy and to provide professional leadership and management to drive achievement of high standards in all areas of the Academy's work, particularly in ensuring the provision of sustainable outstanding education through the preservation and development of its Catholic character.

The Academy's objectives relate to the provision of Catholic education and the Academy is part of the Catholic Church and, as such, is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Catholic Church and the trust deed of the Diocese of Hexham and Newcastle. Therefore, the post of Headteacher must be filled by a practising Catholic who can show, by example and from experience, that he or she will ensure that the school is distinctively Catholic in all aspects.

## THE FOUR DOMAINS

The *National Standards of Excellence for Headteachers* are set out in four domains.

There are four 'Excellence as Standard' domains:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of the nation's Headteachers.

### Domain One

#### **Excellent Headteachers in Catholic schools: qualities and knowledge**

Headteachers:

1. Hold and articulate clear values and moral purpose, which take account of the educational mission of the Church focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour which stems from Christ's vision for humanity. Promotes positive relationships and attitudes towards their pupils, staff, parents, governors and members of the local community recognising their individual worth as made in the image and likeness of God.
3. Inspired by Christ, 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 influenced by the Gospel message and Church teaching, centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the Trust & Academy's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### Domain Two

#### **Excellent Headteachers in Catholic schools: pupils and staff**

Headteachers:

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 that reflect the distinctive characteristics of Catholic education.
2. 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.

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 their 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, emphasising the distinctive nature of Catholic Education.

## **Domain Three**

### **Excellent Headteachers in Catholic Schools: systems and process**

Headteachers:

1. In conjunction with the Trust ensure that the Academy's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity reflecting the school's Gospel values.
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 community to promote Gospel values which unite society in a commitment to social justice and the common good.
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, rooted in faithful stewardship of Gospel values, actively supporting the Board of Directors and Local Governing Body to understand its role and deliver its functions effectively – in particular its functions to set Academy 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 Academy'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.

## **Domain Four**

### **Excellent Headteachers in Catholic schools; the self-improving system**

Headteachers:

1. Create outward-facing Academy's which work with other schools and organisations (both within and outside of the Catholic sector) – 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 professional 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 Catholic education in young people's lives and to promote the value of education.