

# DIOCESE OF SALFORD    DIOCESE OF MANCHESTER

## Headteacher Job Description

*Catholic and Anglican Voluntary Aided Schools*

*Holy Family RC and CE College, Heywood*

### Introduction

The school has been designated by the Secretary of State as a school with a religious character. It is a joint RC and CE school, and is therefore a part of the Catholic Church and the Church of England. At all times the school is to serve as a witness to the Christian Faith in Our Lord Jesus Christ. The post therefore requires a practising Catholic or practising Anglican or a practising member of another Church (which is a member Church of Churches Together in England) who can show by example and from experience that he or she will ensure that the school is distinctively Christian in all its aspects.

This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors 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 including that of the Department for Education Teaching Agency

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

The governing board and the Diocese acknowledge the importance of the role of the Christian Headteacher and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

**The governing board and the Dioceses are committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance.**

### A. The Core Purpose of the Headteacher

The core purpose of the Headteacher is to provide professional leadership and management of the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Headteachers must establish a culture that promotes excellence, equality and high expectations of all pupils. This will include ensuring that religious education is in accordance with the teachings, doctrines, discipline and general and particular norms of the Church.

The 'preferred future', expressed in the strategic vision and development of a faith school, stems from the educational mission of the Church, which is reflected in the school's mission statement and school improvement plan.

The Headteacher, working with the governing board and others, is expected to draw on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community. The vision

should explore Gospel values, core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The Headteacher is the leading professional in the school. Accountable to the governing board, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, parishes, the Dioceses, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, Headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

## **B. The six key areas of headship**

### **1. Shaping the Future**

The strategic direction and development of the school stem from the educational mission of the Church. The Headteacher will ensure that his/her leadership demonstrates commitment to promoting and developing the school's distinctive Christian identity through the search for excellence in all areas of this work.

Critical to the role of headship is working with the governing board and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The Headteacher will:

- Recognise the authority of the Diocesan Bishops in relation to the provision of education in the dioceses and work within the school and parish community to create and promote an educational vision and values for the school which take account of the school's faith-based mission and of the diversity, values and experiences of the school and the community it serves.
- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- Demonstrate the vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive climate.
- Encourage creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that strategic planning takes account of the diversity, values and experience of the school and community at large.

## **2. Leading Learning and Teaching**

In a Christian school the Headteacher leads a learning community rooted in Christian belief and principles. The search for excellence is given expression in learning and teaching which recognise pupils' individual worth as made in the image and likeness of God. The Headteacher will lead the school community in promoting positive attitudes to learning amongst pupils and staff which stem from Christ's vision for humanity.

The Headteacher has a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

The Headteacher will:

- Enable a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Ensure high quality personal, social, health education and citizenship in accordance with the teachings and doctrines of the Church.
- Ensure quality provision for pupils' spiritual, moral, social and cultural education in line with the distinctive faith-based nature, purpose and aims of the school.
- Ensure arrangements for the daily Act of Collective Worship and the spiritual life of the school.
- Ensure the diocesan policies for Religious Education are fulfilled
- Establish creative, responsive and effective approaches to learning and teaching.
- Build a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school.
- Implement strategies which secure high standards of behaviour and attendance.
- Initiate and implement a diverse, flexible curriculum and implement an effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenges underperformance at all levels and ensures effective corrective action and follow-up.

## **3. Developing Self and Working with Others**

In a Catholic and Anglican school the role of a Headteacher is one of leadership of a learning community rooted in faith. The Headteacher's leadership should take Christ as its inspiration. The Headteacher's work with staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God.

Effective Headteachers manage themselves and their relationships well. Headship is about building a professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the Headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, Headteachers should be committed to their own continuing professional development.

The Headteacher will:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture consistent with the Catholic and Anglican ethos of the school and its mission.
- Build a collaborative learning culture within the school and actively engage with other schools especially other faith-based institutions to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review in the context of the Catholic and Anglican school.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Manage own workload and that of others to allow an appropriate work/life balance.

#### **4. Managing the Organisation**

In the Catholic and Anglican school all deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with the school's Mission Statement.

The Headteacher needs to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. The Headteacher should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. The Headteacher should also seek to build successful organisations through effective collaborations with others.

The Headteacher will:

- Create an organisational structure which reflects the school's Christian values, and enables the management systems, structures and processes to work effectively and legally.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure that policies and practices take account of national and local circumstances, policies and initiatives and of Diocesan priorities.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school.
- Implement successful performance management processes with all staff.
- Challenge inappropriate staff behaviour and deal effectively with staffing issues, including those relating to conduct, competence and attendance.
- Manage and organise the school environment efficiently and effectively to ensure that it reflects the distinctive characteristics of Christian education and meets the needs of the curriculum and health and safety regulations.

- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.

### **5. Securing Accountability**

In the Christian school the Headteacher fulfils his or her responsibilities in accordance with the Instrument of Government. He/she supports the governing board in fulfilling its responsibilities to the Dioceses under Canon Law as well as in accordance with national legislation.

The Headteacher is accountable to a wide range of groups, particularly pupils, parents, carers, governors, parish, dioceses and the LA. The Headteacher is accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. The Headteacher is legally and contractually accountable to the governing board for the school, its environment, the fulfilment of its Catholic and Anglican mission and all its work.

The Headteacher will:

- Fulfil commitments arising from contractual accountability to the governing board.
- Develop a Catholic/Anglican school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the governing board (providing information, objective advice and support) to enable it to meet its responsibilities and secure the distinctive character of the school.
- Monitor and evaluate the performance of the school and its achievements as a Catholic/Anglican school
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.

### **6. Strengthening Community**

In a Catholic/Anglican school the Headteacher is responsible for the mission of the school to the local and wider Christian community and beyond. He/she will collaborate with the parishes and other Church organisations as well as with the wider educational community for the benefit of the school's community and others. He/she will demonstrate a belief that community and school are interdependent and that engagement with the community promotes school development.

The Headteacher should commit to engaging with the internal and external school community to secure equity and entitlement. The Headteacher should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. The Headteacher should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. The Headteacher shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

The Headteacher will:

- Build a school culture and curriculum based on Gospel values, the teaching of Jesus Christ and the Church, which take account of the richness and diversity of the school's communities.
- Create and promote positive strategies for challenging prejudice and dealing with harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community and promote commitment to serving the common good.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers as the prime educators to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, the parish communities, businesses or other organisations into the school to enhance and enrich the school as a faith community and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children.

***The applicant will be required to safeguard and promote the welfare of children and young people.***

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteachers and the National Standards of Excellence for Headteachers.*

## **Domain One**

### **Excellent Headteachers: qualities and knowledge**

*Headteachers:*

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.

## **Domain Two**

### **Excellent Headteachers: 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.
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.

## **Domain Three**

### **Excellent Headteachers: systems and process**

#### *Headteachers:*

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.

## **Domain Four**

### **Excellent Headteachers: the self-improving school system**

#### *Headteachers:*

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