



HARROGATE GRAMMAR SCHOOL

EXCELLENCE FOR ALL

Harrogate Grammar School, as part of Red Kite Learning Trust, is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment.

Post title	Headteacher
Salary grade	Negotiable based on experience and expertise
Contract type	Permanent
Working hours	Full time
Responsible to	Chief Executive Officer
Accountable to	Governors, Trustees
Responsible for	All staff

General description	To provide effective leadership and management of the school. To initiate and be accountable for the delivery and achievement of the school development plan. To be committed to the achievement of excellence in all aspects of the school's work.
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Special conditions of service	Requirement to occasionally work outside of school hours and off school premises as required by the school and Trust and to fulfil the requirements of the role.
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No smoking policy including e-cigarettes and vapour cigarettes

1	Strategy and development
1.1	To develop and implement a vision of excellence and strategic direction for the school, which involves continuously improving the quality of teaching and learning.
1.2	Ensure that the culture and values of the Trust are reflected in the work of the school in support of excellence for all.
1.3	Work in a way that demonstrates a commitment to the highest standards of behaviour in public life and lead in a principled and ethical way.
1.4	To formulate the aims and objectives of the school, as agreed with the governing body and CEO, and monitor and report success against these aims.
1.5	Use a range of evidence, including national data and own school's performance data, to support, monitor and evaluate and improve aspects of school life, including challenging poor performance.
1.6	Develop suitable quality assurance systems including school review, self-evaluation and performance management and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, trustees, parents and carers.
1.7	Demonstrate and articulate high expectations and set challenging targets for the whole school community.
1.8	Contribute positively to the development of the Trust through engaging pro-actively and constructively with partner schools, school improvement directors and the Core Team
2	Leadership and management
2.1	Support and guide the senior leadership team in their leadership of staff towards the achievement of the highest professional standards.
2.2	Involve and engage all staff in the process of meeting required standards, encouraging ownership and involvement.

2.3	Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation in accordance with performance management and appraisal expectations
2.4	Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils
2.5	Promote individuals' personal responsibility in evaluating their own performance, identifying individual aims, objectives and development needs with the support of senior members of staff.
2.6	Encourage continuing professional learning ensuring that staff appraisals take place and are used to inform CPL needs and talent management initiatives.
2.7	Build and develop the team to work as effectively and efficiently as possible whilst also securing the highest levels of staff engagement.
2.8	Lead in a way that supports the health and wellbeing of all staff and students.
3	Teaching and learning
3.1	To be responsible for the delivery of a broad and balanced curriculum that meets the needs of all learners and fits within the shared principles agreed across the Trust.
3.2	Ensure teaching and learning is led in accordance with the school and trust vision and values.
3.3	Promote a culture and ethos of challenge and support where <i>all pupils</i> can achieve success and be engaged in their own learning.
3.4	Ensure the effective monitoring, evaluation and review of classroom practice and promote improvement strategies.
3.5	Implement strategies that secure high standards of behaviour and attendance.
3.6	Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
4	Resource management
4.1	Ensure that learning is at the centre of resource management.
4.2	Arrange for a Deputy or other suitable person to assume responsibility for the school at any time when the Headteacher is absent from the school.
4.3	Work closely with the Trust core team to manage the school's financial and human resources, ensuring effectiveness and efficiency in achieving the vision and goals of the school and staying within agreed budget parameters.
4.4	Manage and organise the school environment efficiently and effectively to ensure it meets the needs of the curriculum and health and safety regulations.
5	General
5.1	To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions document relating to the Conditions of Employment of Headteacher.
5.2	To meet the National Standards of Excellence for Headteachers (2015) as published by the DfE.
5.3	To seek to achieve any performance criteria, objectives or targets agreed with or set by the Local Governing Body.
5.4	To promote and safeguard the welfare of all children and young people in the school, by ensuring that the school's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.
5.5	To fulfil all duties in accordance with the MAT Scheme of Delegation, the funding agreement with the DfE and the ESFA Academies Financial Handbook.
5.6	Work as a key partner within the Trust through such as the Executive Headteacher Board and other Trust and Alliance wide activities.
5.7	Support and uphold the school and Trust policies, aims and values
5.8	Work to the Seven Principles of Public Life
5.9	Demonstrate and uphold the standards, aims and ethos of the school

Person Specification – Headteacher Harrogate Grammar School

	Essential	Desirable
Qualifications /training	Degree level qualification and Qualified Teacher Status	Further postgraduate study of education
	Working towards gaining the National Professional Qualification for Headship (NPQH) or commitment to gaining the NPQH	Achieved the NPQH
	Significant demonstrable professional development especially in relation to leadership and management, curriculum, and teaching and learning	
Experience	Proven recent successful experience in a senior leadership role; deputy head or similar level as a minimum	Experience of leading within an academy
	Experience of more than one secondary setting	Experience of working effectively with a wide ability range including SEND
	Successful experience of raising standards at senior management level	
	Proven track record of managing resources effectively and efficiently	
	Successful experience of leading, developing, motivating and challenging staff	
	Successful experience of planning and managing budgets	
	Demonstrable experience of analysing and using data to manage whole school improvement in a secondary school	
	A proven track record of raising achievement and securing improvement in the quality and effectiveness of teaching and learning	
	Proven experience of self-evaluation and improvement strategies	
	Proven track record of leading and monitoring curriculum development personalised to the needs of the children	
	Experience of managing students with challenging behaviour	
	Successful experience of developing and sustaining strong and productive relationships and partnerships with a wide range of stakeholders and partners	
Knowledge	Up to date knowledge of education related issues 11-19	Detailed knowledge of curriculum issues across the whole secondary range
	Strong understanding of statutory requirements relating to curriculum and assessment	Understanding of how a Multi-Academy Trust operates
	Detailed knowledge and experience of the Ofsted inspection framework	
	Detailed knowledge of pedagogical practice in relation to teaching and learning.	
	Thorough understanding of best practice in raising student attainment	
	Knowledge and understanding of current guidance and regulations in relation to inclusion and safeguarding	
	Thorough understanding of best practice in the effective use of student performance data and assessment for learning	
	Thorough understanding of effective self-evaluation systems	
Aptitudes and characteristics	A clear educational vision of excellence and ambition for self and school	Ability to be able to forge and maintain educational partnerships
	A passionate belief in the ability of every student to achieve their potential; proven commitment to inclusion for all	Ability to work effectively with governors and outside agencies
	Skilled classroom practitioner	
	Highly effective communication skills with young people, colleagues and a range of stakeholders	

	Highly effective, credible and ethical leader, who inspires the respect and support of others and has an open and approachable interpersonal style	
	Ability to lead and inspire colleagues throughout the school	
	An understanding of performance management strategies, including distributive leadership and building teams to share accountability for goals and standards	
	Ability to give and receive effective feedback and act to improve personal performance	
	Ability to form good working relationships and influence others	
	A passionate commitment to preserving and enhancing the wellbeing of staff and students	
	Ability to work under pressure, demonstrate resilience and meet deadlines	
	Creative and innovative; capacity to evaluate and improve	
	Ability to analyse and interpret complex information, including performance data, and present key points in simple terms	
	High level of skill in dealing with issues relating to student behaviour and motivation.	
	Ability to analyse complex issues and plan strategically	
	Good organisational skills and high levels of self-motivation	
	Energy, self-confidence and the ability to “give more” when the occasion demands it.	
	Willingness to work off-site at other schools from time to time	
	Ability to lead operational areas to ensure safe, secure and healthy environments across the Trust, ensuring an understanding of the legal issues related to managing schools and offices	
	A demonstrable commitment to the wider life of the school and its place in the community	
Safeguarding/ welfare	Has appropriate motivation to work with students	
	Ability to maintain appropriate relationships and personal boundaries with students	
	Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline	