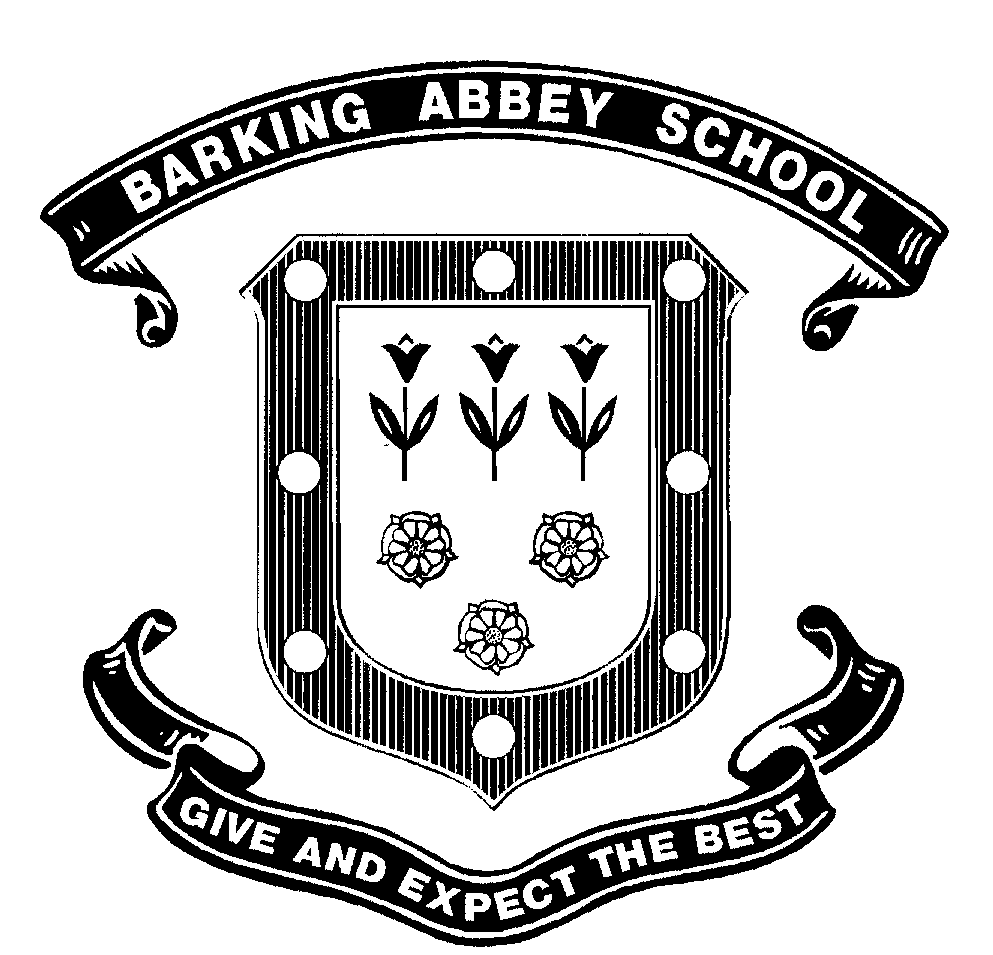
**BARKING ABBEY SCHOOL**

**A Specialist Sports College**



**JOB DESCRIPTION**

|  |  |
| --- | --- |
| **Job Title** | **Headteacher** |
| **Grade** | **L33 £93,881 - L37 £102,783 (inner London)** |
| **Department** | **SLT** |
| **Location** | **Sandringham Road and Longbridge Road** |
| **Line Manager** | **Chair of Governors** |
| **Line Management of** | **Senior DHT, DHT, Core SLT, Director of Sports Academy, Marketing Communication** |

This Job Description should be read in conjunction with the National Standards for Head teachers. It may be amended at any time following discussions between the Headteacher and the Governing Body and will be reviewed annually.

**The Core purpose of this role is:**

* To provide professional leadership for the School which secures its success and improvement, ensuring high quality education which inspires and motivates its students and improves standards of learning and achievement.
* To work with and through others to secure the commitment of the wider community to the School.
* To carry out the duties set out in Part 7 of the School Teachers’ Pay and Conditions Document.
* To ensure the safeguarding and wellbeing of all staff and students.

**Strategic direction and shaping the future:**

1. Work with the Governing Body and other key stakeholders to ensure that the School’s vision is clearly articulated, shared, understood and translated into real and effective action by all.
2. Be responsible for translating the vision into agreed objectives and produce clear strategic School improvement plans which will promote and sustain improvement, realising the aims for Barking Abbey School.
3. Demonstrate the vision and values in everyday work and practice. Ensure that the values are upheld and practiced by the staff and students of Barking Abbey.
4. Enhance opportunities through partnerships between parents/carers, students, staff, the local community colleges, other HE and FE partners, the LA, other Schools/academies, voluntary organisations, other public bodies and employers.

**Leading Learning and Teaching:**

1. Ensure a consistent and continuous School-wide focus on students’ progress and achievement, using data and benchmarks to monitor progress in every student’s learning.
2. Ensure that learning is at the centre of strategic planning and resource management.
3. Create a culture and ethos of challenge and support where all students can achieve success and be engaged in personalised learning, supported by a curriculum offer appropriate to their individual needs, aspirations and abilities.
4. Demonstrate and articulate high expectations and set challenging targets for the whole student community.
5. Implement strategies that secure high standards of behaviour and attendance.
6. Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
7. Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students and the pedagogical skills of staff.
8. Monitor, evaluate and review classroom practice and promote improvement strategies leading to raised standards, particularly (but not exclusively) in English and Mathematics.

**Developing Self and Working with Others:**

1. Lead, motivate, support, challenge and develop the Leadership Team and through them all staff, providing effective induction, continued professional development and appraisal in line with the School’s strategic plans.
2. Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear lines of accountability exist in the delegation of tasks and responsibilities.
3. Build a collaborative learning culture within the School and actively engage with others to build effective learning communities.
4. Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
5. Treat people fairly, equitably, with dignity and respect to create and maintain a positive culture and ethos.
6. Regularly review own practice, set personal targets, taking responsibility for own personal professional development.
7. Encourage innovation in all staff to improve quality and efficiency and empower them take calculated risks for the purpose of embedding positive change.

**Managing the Organisation:**

1. Create an organisational structure that reflects the School’s values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
2. Produce and implement clear, evidence-based improvement plans and policies for the development of the School, and the facilities as a centre of excellence.
3. Recruit, retain and deploy staff appropriately and assist in managing their workload to achieve the vision and goals of the School.
4. Implement appraisal processes with all staff.
5. Manage and organise the environment of the School efficiently and effectively to ensure that the needs of the curriculum and health and safety requirements are met.
6. Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money.
7. Implement a pastoral care system that focuses on each learner and supports School improvement.
8. Ensure learning is at the heart of all leadership and management decisions.
9. With the Expansion and Finance Lead, monitor the monthly budget statements and to take action as appropriate, bringing any actual or anticipated overspend to the immediate attention of the Governing Body;
10. With the Expansion and Finance Lead, present the termly budget statements to the Governing Body with an analysis of the figures.

**Securing Accountability:**

1. Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
2. Develop the School ethos, to enable everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
3. Work with the Governing Body (providing information, objective advice and support) to enable them to fulfil their responsibilities.
4. Develop and present a coherent, understandable and accurate account of the School’s performance to a range of audiences including the governors, parents/carers and students.

**Strengthening Community:**

1. Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural wellbeing of students and their families.
2. Create and maintain an effective partnership with parents and carers to support and improve students’ achievement and personal development.
3. Seek opportunities to invite parents and carers, community figures, businesses, alumni and other organisations into the School to enhance and enrich the School and its value to the wider community.
4. Working in partnerships with relevant agencies to support the regeneration of the local community. The Governing Body expects its employees to work flexibly within the framework of the duties and responsibilities specified above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.

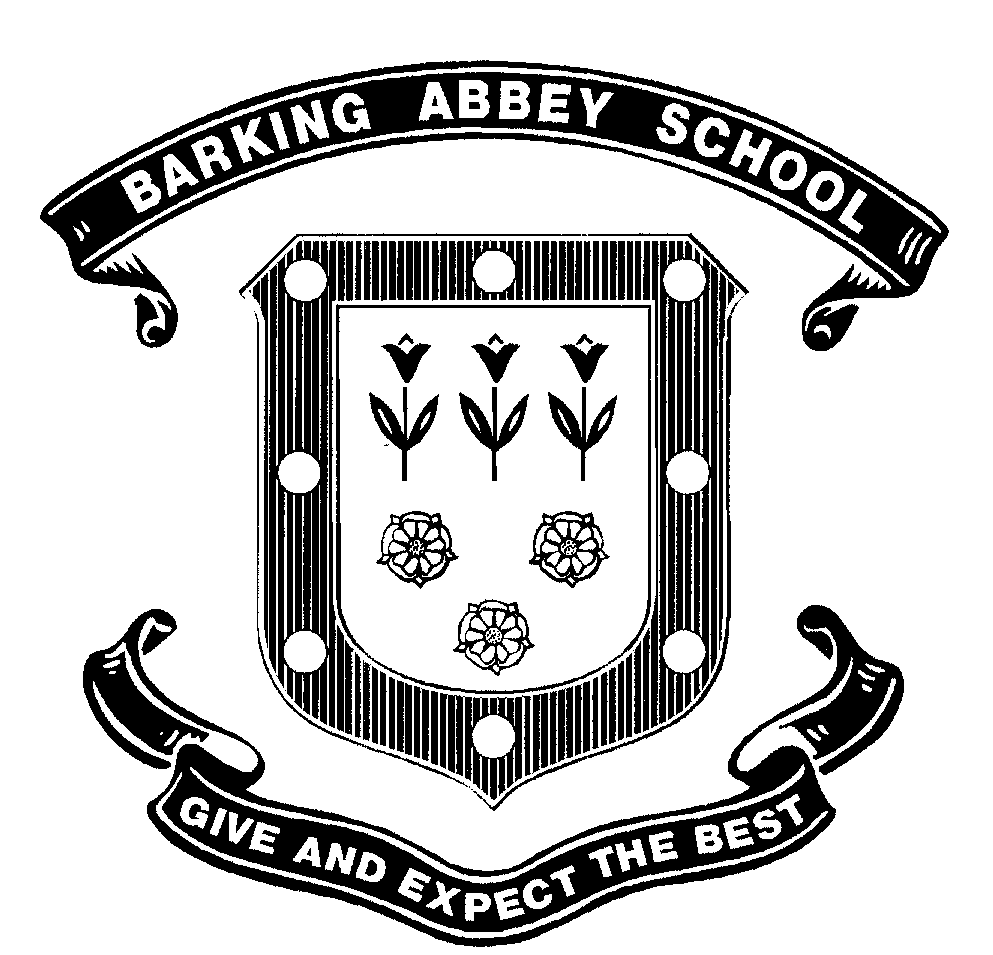
*Job Descriptions are not exclusive or exhaustive and the nature of the Headteacher’s position entails that the postholder may be required to carry out additional duties as reasonably required.*

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

|  |  |  |  |
| --- | --- | --- | --- |
| Employees Signature |  | Date |  |
| Line Managers Job Title |  | Date |  |

**BARKING ABBEY SCHOOL**

**A Specialist Sports College**

# PERSON SPECIFICATION

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Knowledge & Skills** | **Criteria** | **Essential**  **Essential** | **Desirable**  **Desirable** | **Assessment Method**  Application **A**  Interview **I**  Task **T** | | |
| **A** | **I** | **T** |
| Ability to provide inspirational leadership with a ‘can do’ attitude and to generate high expectations, innovation and commitment | √ |  |  | √ |  |
| Ability to positively represent Barking Abbey as a leader and centre of excellence within the local educational landscape | √ |  |  | √ |  |
| Ability to develop positive external relationships at local and strategic level to promote continued development of the school, as a central resource for the local community, improving for students and the community as a whole | √ |  | √ | √ |  |
| Ability to adapt strategic plans to meet changing/conflicting demands | √ |  |  | √ |  |
| Knowledge of education policies and practices relating to the education and training of young people aged 11-19 | √ |  | √ | √ |  |
| Ability to initiate and maintain innovative curriculum design and delivery to meet all students’ needs | √ |  | √ | √ |  |
| Understanding of strategic safeguarding requirements in a school setting | √ |  | √ | √ |  |
| Ability to empower and develop staff and students through support and challenge whilst delivering learning outcomes | √ |  | √ | √ |  |
| Passionate about delivering world class teaching and learning to students and able to articulate this | √ |  | √ | √ |  |
| Understanding of government policies, legislation, DfE, LA in a school setting | √ |  | √ | √ |  |
| Understanding of Child Protection and Safeguarding requirements from LA and school Policy | √ |  | √ | √ |  |
| Exceptional organisational skills | √ |  |  | √ |  |
| **Qualifications** | Qualified teacher status | √ |  | √ |  |  |
| Recent and relevant professional development | √ |  | √ |  |  |
| NPQH |  | √ | √ |  |  |
|  | | | | | |
| **Experience** | Significant successful Headteacher or Deputy Headeacher experience within a secondary setting | √ |  | √ | √ |  |
| Successful experience in more than one Senior Leadership Team | √ |  | √ | √ |  |
| Successful Senior Leadership experience within a secondary school setting with an Ofsted judgement of Good/Outstanding | √ |  | √ | √ |  |
| Senior Leadership experience in a 11-19 setting | √ |  | √ | √ |  |
| Senior leadership experience in a multi-site school | √ |  | √ | √ |  |
| A record of sustained progress in raising standards in teaching and learning, with improved outcomes for young people | √ |  | √ | √ |  |
| A proven track record of managing successful school self-evaluation | √ |  | √ | √ |  |
| Recruiting and developing a skilled and effective team and motivating the team to achieve its full potential at all times | √ |  | √ | √ |  |
| Delivery of effective financial and resource management | √ |  | √ | √ |  |
| Experience of developing and sustaining positive, collaborative relationships with a wide range of internal and external stakeholders across the public and private sector | √ |  | √ | √ |  |
| Experience of delivering school improvement plan | √ |  | √ | √ |  |
| Experience developing pupil attainment, progress & achievement | √ |  | √ | √ |  |
| Experience leading on keeping children safe in education and safeguarding regulations | √ |  | √ | √ |  |
| Experience of providing mentoring/coaching | √ |  | √ | √ |  |
| **Attitude & Personal Qualities** |  |  |  |  |  |  |
| Ability to demonstrate strong leadership skills, leading by example | √ |  |  | √ |  |
| Promotes self-development in self and staff | √ |  | √ |  |  |
| Ability to give a long term commitment to the school and the wider community in the role of Headteacher | √ |  | √ |  |  |
| Commitment to delivering school vision, mission | √ |  |  | √ |  |
| Excellent judgement, able to assess and balance risks and opportunities | √ |  |  | √ |  |
| Excellent analytical, problem solving, decision making skills | √ |  |  | √ |  |
| Foster collaborative, positive solution focussed professional relationships | √ |  |  | √ |  |
| Ability to work well under pressure | √ |  |  | √ |  |
| Ability to remain emotionally resilient in a constantly changing environment | √ |  |  | √ |  |
| Actively support the school’s governance | √ |  |  | √ |  |
| Ability to motivate and empower others | √ |  |  | √ |  |
| Honesty and Integrity | √ |  |  | √ |  |
| Understanding the need to use discretion and respect confidentiality | √ |  |  | √ |  |
| Commitment to safeguarding and promoting the welfare of children and young people | √ |  |  | √ |  |
| Understanding of the requirements of data protection and disclosure of information | √ |  |  | √ |  |
| Ability to demonstrate an awareness of equality and diversity and to promote these through working practices | √ |  |  | √ |  |
| Ability to work flexibly and outside of normal school hours |  | √ |  | √ |  |
| Current driving licence and car for travel and transport between The Upper and Lower School |  | √ | √ |  |  |

Barking Abbey is committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including a Disclosure & Barring check, will be undertaken on all successful applicants.