

Reporting to: Chief Executive Officer/ Deputy Chief Executive Officer

Main purpose

The Executive Head, under the direction of the Chief Executive Officer/Deputy Chief Executive Officer, will be responsible for providing the leadership and management of Nicholas Chamberlaine School in line with the vision of the Trust.

Duties and responsibilities

Leadership and management of the school

- Manage and support leaders at all levels
- Developing and promote a strong, collaborative and professional culture amongst all staff at the school
- Support and challenge staff, dealing with underperformance effectively, while making sure staff are given the support to develop and grow professionally
- Manage the school's budget and resources with the support of the Trust's finance team
- Implement the Trust's performance management policy and other trust-wide policies, processes and systems
- Design and implement school-level policies
- Undertake self-evaluation and school improvement planning alongside the Trust-wide strategy to identify and improve areas for development and share areas of strength
- Devise and drive action plans to address the agreed improvement areas for the school, by prioritising and directing the work of the leadership team
- Support the recruitment of teaching and non-teaching staff
- Provide training and continuing professional development (CPD) opportunities for all school staff
- Identify areas of progression and promotion for staff that support succession planning for the school/ hub
- Contribute and benefit from the Trust's Give and Get programme
- Lead on school, regional and Trust-wide projects, as directed by the CEO/DCEO
- Participate in and capitalise on Trust-wide festivals and events, such as the annual Griffin Arts Festival

Teaching and learning

- Work with staff to promote high quality teaching across all subjects
- Identify examples of best practice and areas for development and plan ways to continually improve teaching and learning across the school
- Drive the school's assessment processes to provide teachers with detailed information about pupils
- Raise outcomes for all pupils and maintain a relentless focus on underperformance in key groups of pupils, such as disadvantaged pupils or pupils with special educational needs
- Create a culture where standards of behaviour are high and foster an environment where children can thrive
- Create a culture where attendance is everyone's priority and maintain a relentless drive to secure high levels of attendance for all pupils
- Celebrate pupils' achievements and promote their well-being and sense of belonging

Communication

- Work with the school improvement board and executive team to provide highly accurate and timely information on key areas of performance, such as finance, recruitment, educational performance and safeguarding
- Communicate the GST vision and demonstrate how this underpins the school's culture of proud traditions, wide horizons and high achievement
- Use assemblies, form times, pupil forums and school-based events to communicate clear messages to all pupils
- Present to staff in staff meetings, departmental meetings and staff forums to ensure all staff are inspired by the vision and informed of priorities
- Contribute to reports to the CEO or board as necessary
- Use newsletters, parent apps, the school website and social media to inspire and engage with stakeholders
- Engage with non-GST schools and supportive organisations to develop partnerships and collaborative opportunities

Managing resources

- Manage resources by using the budget setting process and finance processes with the support of the central finance team
- Ensure value for money in delegated financial responsibilities, e.g. purchasing and procurement
- Ensure the efficient and effective use of school resources
- Work in partnership with local schools to share resources and benefit from economies of scale.
- Manage the school estate, with the support of the central estates team, and ensure the setting is safe and compliant with current guidance.

Other areas of responsibility

- All GST leaders bring their own unique specialisms and talents. As a member of a Head-led Trust you will be supported to lead on areas of strength and passion and to contribute to the future direction of the Trust.
- Cross-hub working using the School Improvement model, Give and Get and strategic leadership.

The Executive Head will be required to safeguard and promote the welfare of children and young people and follow school and Trust policies.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks expected to be carried out. The post holder may be required to carry out other duties appropriate to the level of the role, as directed.

Person specification

CRITERIA	QUALITIES
Qualifications and training	Essential <ul style="list-style-type: none"> • Qualified teacher status • Degree Desirable <ul style="list-style-type: none"> • National professional qualification for headship (NPQH) • Post Graduate qualifications, e.g. MA
Experience	Essential <ul style="list-style-type: none"> • Successful leadership and management experience of schools in similar contexts • Leadership experience across different key stages, including primary, secondary and sixth form • Demonstrable experience of successful line management and staff development • Demonstrable experience of raising standards for all pupils • Demonstrable experience of leading schools with school-based resource units Desirable <ul style="list-style-type: none"> • Involvement in school self-evaluation and development planning • Experience of partnership working, such as working in MAT leadership • Is a serving Ofsted Inspector/has an interest in training to be an Ofsted Inspector
Skills and knowledge	Essential <ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to set targets and identify weaknesses • Understanding of high-quality inclusive teaching based on evidence, and the ability to model this for others and support others to improve • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships • Understanding of school finances and financial management • Understanding of recruitment and HR practices • Understanding of Good Estates Management Desirable <ul style="list-style-type: none"> • Experience of devising policies • Experience of leading projects across a group of schools • Experience of supporting new school/schools joining a family of schools

Personal qualities	<p>Essential</p> <ul style="list-style-type: none">• Commitment to uphold the 7 principles of public life (the <u>Nolan principles</u>) at all times• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the Trust and school• Ability to work under pressure and prioritise effectively• Commitment to always maintaining confidentiality and professionalism• Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position• Ability to lead and be a member of teams <p>Desirable</p> <ul style="list-style-type: none">• Experience of networking and external presentation• A desire to keep abreast of educational policy, contribute to the sector
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Notes: This job description may be amended at any time in consultation with the post holder.