

JOB DESCRIPTION

School	Sir James Smith's School, Camelford, Cornwall
Role	Headteacher
Pay Range	L22 - L26 - £79,111 - £87,251 per annum
Requirements of moving through salary grades	To make an impact at school level on student outcomes and experience, continuing professional development and maintaining a portfolio of evidence to be reviewed through performance management.

At North Cornwall Learning Trust, our vision is:

Ensuring everyone experiences and enjoys success.

And our Mission:

By working together to nurture the talent in our community, and build within every individual an intrinsic sense of self-worth, achievement and belonging.

We ask our staff to help us achieve this, by fulfilling the expectations of their role, as outlined under the following trust aims.

General Headteacher Accountabilities

The Headteacher is accountable to the CEO of the Trust and ultimately, to the Trust Board. The professional duties and job description of the Headteacher are outlined in the School Teachers' Pay and Conditions Document, which should be read in conjunction with this document. This job description is based on the National Standards for Headteachers and is not an exhaustive list but a guide. The Person Specification provides further information.

Job Purpose

The Headteacher is the lead professional in the school, and working with the CEO, is responsible for providing vision, leadership and direction for the continuous improvement of the school. The Headteacher is responsible for ensuring that teaching and learning are highly effective and that all students achieve their maximum potential:

1. Creating a structured and safe learning environment recognising safeguarding needs.
2. Ensuring continuous improvement of the quality of education.
3. Raising standards and outcomes for all pupils.
4. Ensuring equality of opportunity for all.
5. Working with Trust schools and maximising collaborative opportunities.
6. Ensuring that resources are effectively and efficiently used to achieve the school's aims and objectives.
7. Supporting and challenging staff to create the best learning environment.
8. Maximising opportunities for all.

Sir James Smith's is an inclusive 'community' school which means we accept fully our responsibility to provide education and wider opportunities for all

children in the local area regardless of their background. We work closely with the local authority to ensure those children with additional needs are well supported whilst attending Sir Jim's. The school invests considerable resources beyond the classroom to provide emotional, social and mental health support.

Key Tasks

The Headteacher works with the CEO and staff in relation to these key tasks:

1. Leadership and the strategic direction and development of the school

- Providing a clear and soundly based educational vision, ethos and direction that promote and support pupils' learning, achievement and spiritual, moral, social and cultural development.
- Working with the CEO to formulate, implement and sustain plans which support the school's values, aims and objectives and ensure equality of opportunities.
- Ensuring that the strategic and operational management, finance, organisation and administration of the school support its values, aims and objectives.
- Ensuring that the school has effective systems for monitoring, evaluating and reviewing policies, priorities and targets for the school.
- Ensuring that the school development plan identifies appropriate priorities and targets for improvement and relates to overall financial planning.
- Developing relationships with pupils, staff, governors, trustees, parents/carers, agencies and the community in order to secure support for the school and its aims.
- Maintaining a commitment to education for all local children eligible to enrol at the school.
- Working with the CEO to take advantage of opportunities locally and nationally to enhance provision in our system.

2. Management of Teaching and Learning

- Ensuring that the statutory requirements for the curriculum are met and that the curriculum provided is appropriate for the needs of all pupils.
- Developing and maintaining the provision of an appropriate and safe learning environment for effective teaching and learning, which models the behaviours which enable learning to take place and promotes the pupils' spiritual, moral, social and cultural development.
- Creating and maintaining pastoral and welfare systems for all members of the school community in order to support a positive and caring ethos.
- Maintaining and developing systems to monitor, record and evaluate the quality of education and outcomes for students, including preparation for, and transition to, adult life.
- Implementing strategies to secure improvements in the educational standards achieved by all students.
- Working with the CEO and other Headteachers to ensure that transition and education continuum are at the forefront of planning and activity.

3. Management of People

- Be an effective listener and communicator who uses group processes and facilitator skills effectively.
- Planning, allocating and evaluating work carried out by staff so that all are clear about their roles and responsibilities.

- Managing the performance of the school's staff through the provision of appropriate procedures for induction, support, observation and review and ensuring that professional development activities are linked to individual and school needs through appraisal/PM and the school development plan.
- Creating, maintaining and enhancing effective working relationships among all members of the school community.
- Ensuring all staff are supported, challenged and receive appropriate CPD.

4. Management of Resources

- With the Finance Officer, manage accommodation, the school site and teaching and learning equipment in order to create a positive, effective and safe learning environment.
- Managing the budget effectively with the help of the Finance Officer and the Trust Chief Financial Officer.
- Ensure the site is safe and secure including any GDPR requirements being met.
- Monitoring and evaluating the use of resources in order to ensure that support for learning is maximised.
- Ensuring that all students who have additional needs entitlement specified in their Statements/EHCP plans receive appropriate support and is reviewed annually.
- Working with the other Headteachers in the trust, ensure maximisation and optimum use of any support services to enhance provision. High quality at the best cost.

5. Accountability for the effectiveness and efficiency of the school

- Implementing monitoring systems in order that reviews and evaluations of the school's effectiveness and efficiency can be made, this includes student progress in meeting targets identified in their Statements/EHCP plans and Provision Maps. Be aware of the responsibility and accountability lines within the trust.
- Ensuring that results are reported and discussed with trustees, governors, parents/carers, staff, the CEO, the community and other agencies as appropriate.

6. Welfare and Safeguarding

- Creating and maintaining a nurturing school environment in which all pupils develop physically, socially and emotionally.
- With the DSL, being responsible for Child Protection and Safeguarding of students. Ensure that staff are safe.
- Ensuring the health and safety of all in relation to their individual needs and ensuring that processes and procedures are renewed to guarantee safety and support learning.

It is implicit that these duties are carried out in accordance with school and Trust policies including those on equal opportunities.

PERSON SPECIFICATION

School	Sir James Smith's School, Camelford, Cornwall		
Role	Headteacher		
This should be read in conjunction with the job description. The Person Specification sets down the elements of the Headteacher role Trustees deem important for this post.			
Specification	Essential	Desirable	Assessed
Qualifications and training			
QTS plus Good honours degree or equivalent.	✓		Application
NPQH started or awarded.		✓	
Recent relevant in-service training.	✓		
Evidence of preparing for Headship.	✓		
Post graduate study.		✓	
Education experience			
Extensive, successful and varied teaching experience in the secondary sector, including examination courses.	✓		Application, interview and references
Senior leadership experience holding a senior position in a school setting for a minimum of three years.	✓		
Experience of leading whole school strategies to raise individual pupil and whole school achievement.	✓		
Experience of leading change and improvement , and evidence to show impact.	✓		
Experience in leading pastoral teams and working successfully with the team.	✓		
Experience of school self-evaluation and improvement planning.	✓		
Experience of using data at whole school level to support school improvement.	✓		
Experience of delivering INSET and professional learning and supporting the development of staff.	✓		
Skills and attributes			
Be an excellent classroom practitioner.	✓		Interview and references
Ability to articulate a vision.	✓		
Ability to initiate, develop and implement policies.	✓		
Ability to mentor and develop skills in others.	✓		
Ability to lead groups of staff – teaching and support staff.	✓		
Ability to engage pupils through formal democratic structures to ensure their voice is heard.	✓		
Ability to communicate effectively, both orally	✓		

and in writing, to a range of audiences including staff, pupils, parents, trustees, governors, the local community, and the local authority.			
Ability to use ICT to support leadership role and for wider communication both within school and beyond.	✓		
Proven organisational ability i.e. marshalling resources to get things done.	✓		
Ability to translate vision into practice that makes a difference to pupils and staff.	✓		
Professional knowledge			
Understanding and knowledge of current educational and wellbeing priorities in England.	✓		
Understanding of the current curriculum, its opportunities and purpose including links with primary partner schools and how to build on the primary experience.	✓		
Understanding of current and future school performance measures, its impact on future curricula and possible resource implications.	✓		
Understanding of the Ofsted Common Inspection Framework.	✓		
Understanding of school improvement strategies and appreciation of their effectiveness in terms of cost and impact on pupil outcomes.	✓		
Personal qualities			
Earn respect by example in personal values, behaviours and standards.	✓		
Be reflective and committed to own professional development.	✓		
Have high expectations of staff, pupils and the leadership team.	✓		
Personal drive and professional energy to get things done.	✓		
Empathy and sensitivity to the needs of others.	✓		
Ability to recognise changing needs and circumstances and promulgate solutions.	✓		
Personal strength to hold others to account.	✓		
Work effectively with the Trust upholding at all times the Trust values. Be an effective presenter and ambassador for the school and Trust.	✓		
Leadership of teaching and learning			
Extensive knowledge of methods and styles of teaching and learning, student assessment and evaluation criteria.	✓		
Ability to undertake effective classroom observation, accurately measuring performance and offering constructive feedback.	✓		
Ability to support the Leadership Team in ensuring that the school meets national	✓		

Application
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interview

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references

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requirements and that teaching is at least good throughout the school.			
High expectations of the quality of teaching and learning and the ability to define those expectations and articulate them effectively.	✓		
Be aware of the ability to enhance and improve teaching through a range of strategies including the importance of quality feedback.	✓		
People skills			
Intervene, negotiate, resolve conflict, facilitate communication and create and maintain a positive, caring and effective ethos.	✓		
Understand how own behaviour affects others, exhibits and adjusts appropriate interaction skills and deals effectively with personal emotional issues and those of colleagues.	✓		
Understand how to work with and through other people by delegating authority and responsibility clearly and appropriately.	✓		
Assess expertise of self and others and use staff performance management to further develop staff, enhance whole team performance and achieve the aims of the school.	✓		
Promote self-development and self-responsibility in all staff whilst keeping awareness of the latest needs for children.	✓		
Management of resources			
Effective management of a delegated budget and awareness/experience of audit.	✓		
Ability to focus resources on strategic goals.	✓		
Ability to make effective use of all available resources in-year to maximise the progress of students.	✓		
Ability to ensure that provision for identified students is used effectively as stated in their Statements/EHCPs and Provision Maps.	✓		
Secure understanding of Health and Safety issues involved in leading a school and recognising medical/clinical responsibilities and compliance related duties.	✓		
Working with the Trust and Headteachers Reference Group to create an environment that enables teachers to teach and learners to learn.	✓		
Accountability for the effectiveness and efficiency of the school			
Evidence of effectiveness in reporting aspects of strategic development to Trustees, Governors and CEO.	✓		
Evidence of effectiveness in creating, developing and implementing effective monitoring systems/data and writing and/or significantly contributing to the SEF.	✓		

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Experience of effective use of in-school reviews and evaluations, OFSTED and other external reviews of the school's effectiveness to write School Improvement Plans.	✓		
Safeguarding and Promoting the Welfare of Students			
Understanding of the need for effective development, implementation and maintenance of robust evaluating systems to safeguard pupils and support staff.	✓		Application and interview
Understand the need to use the formal and hidden curriculum to promote the welfare and wellbeing of pupils.	✓		
Evidence of effective collaboration with a range of professionals to enable students to overcome the difficulties and challenges which they face as they move towards adult life.	✓		