

Derby Cathedral School: Headteacher Job Description

Accountable to: Governors/Trustees

Main Purpose

- Provide strategic leadership for the school. Devise, agree and implement a comprehensive strategic plan that realises and sustains the Governors' vision for Derby Cathedral School as a secondary school which:
 - provides a balanced and broadly-based education designed to enable all students to discover their strengths and to make the most of their talents
 - engenders respect for individuality, difference, the importance of teamwork and the contribution that each student makes to the life of the school and local community
 - secure & sustain excellence in safeguarding students' health and well-being
 - embeds the ethos of the school as a Church of England school with an inclusive and supportive Christian ethos which welcomes, values and nurtures all students regardless of background and of faith / no faith
 - develops the school's value-added curriculum focus on music and mathematics in order to establish a centre of curriculum and scholastic excellence in the focus subjects which is also capable of leveraging whole-school performance
 - Achieves Ofsted inspection judgements of 'Outstanding' or at least 'Good' and SIAMS inspection judgement as 'Excellent' or at least 'Good'.
 - acts successfully as a community hub, including through appropriate use of school facilities by community groups, and promoting community cohesion
- Ensure learning is at the heart of everything the school does by developing a school culture that promotes inspired teaching and effective learning and taking a strategic role in the development and use of existing and emerging learning resources to ensure continuous improvement in the learning experiences of students at Derby Cathedral School.
- Develop a culture of pastoral care that nurtures physical health, emotional maturity and spiritual richness and fosters self-confidence.
- Ensure that the school experiences of all students from all backgrounds and from all faiths and those of no faith are as high as possible, by providing high standards of teaching and pastoral care while ensuring good relations between staff, parents and the wider community.
- Manage the school Senior Management Team and put in place an effective system of appraisal and professional development for all staff.

- Continuously monitor, evaluate and review every aspect of school life, reporting to Governors as required. Work towards quickly achieving and then sustaining Ofsted 'Outstanding' status.
- With Trustees and Governors, ensure all statutory requirements are met in relation to the operation of Derby Cathedral School, in particular ensuring at all times that the requirements of the Children's Acts (1989, 2004), the School Standards and Framework Act 1998, the national School Admissions Code and Appeals Code, the current SEND Code of Practice, the Disability Discrimination Acts (1995, 2005), SENDA (2001), the Safeguarding Vulnerable Groups Act (2006), the Equality Act (2010), the Academies Act (2010) and the Children and Families Act (2014) are satisfied.
- Liaise with all relevant external agencies at both national and local levels as may be required from time to time.

Planning and setting expectations:

- Take forward and develop the vision and ethos of the school as set out by the Trust.
- Set the tone of the school in keeping with its character as an all-ability co-educational secondary Free School.
- Lead and manage strategic planning, which identifies priorities and sets targets to ensure that all students make excellent progress and achieve high standards and that staff work to their maximum potential towards these aims.
- Carry out effective monitoring, evaluating and reviewing procedures to manage whole school improvement, intervening as required to ensure high quality experiences in school and high-level outcomes for students.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Teaching, and planning student learning:

- Create and maintain a climate for learning and code of conduct in keeping with the values, aims and ethos of the school which promote and secure successful learning through effective teaching.
- Sustain high standards of achievement and promote positive behaviour through an effective whole school behaviour management policy and associated procedures.
- Determine, organise and implement an appropriate curriculum to meet the needs of all students in the context of the character of the school.
- Operate and sustain monitoring and assessment procedures, acting upon any identified areas for development and improvement.
- Monitor and evaluate the quality of teaching, student progress and the standards of students' learning outcomes including those identified as being LAC or PLAC, Gifted and Talented, EAL, 6FSM, BME, Roma children and other travellers, and

those with Special Educational Needs and/or Disabilities, in order to set and meet challenging targets for student progress and outcomes including narrowing and ultimately elimination of achievement gaps which may be present in pupil-level data including for boys and girls.

- Ensure high standards of SMSC education for all students.
- Promote positive practices for developing good race relations and dealing with racial harassment.
- Oversee a culture of equality ensuring this permeates through all areas of the school.
- Ensure that students develop study skills and achieve personal development outcomes in order to learn more effectively and with increasing independence.

Assessment and evaluation

- Monitor, evaluate and review the effects of policies, priorities and targets and take action as necessary to achieve and sustain outstanding performance levels.
- Ensure the effective use of comparative data, including at whole-school, Key Stage, subject, sub-group and student levels, in order to establish appropriate benchmarks and agree challenging targets for improvement (working with Governors).

Student achievement:

- Make explicit to students, parents, teachers and the wider community, the school's high expectations for all students..
- Ensure that resourcing and staffing are dedicated to achieving the maximum progress and highest standards for all students.
- Ensure that effective mentoring and tutorial systems are in place to support student achievement, personal development and well-being.

Relations with parents / carers and the wider community:

- Account for the efficiency and effectiveness of the school to the governors and others including students, parents, staff, and the local community, as well as DfE and ESFA.
- Develop positive relationships with the community, including voluntary groups, school neighbours, business and industry, to extend the curriculum and enhance learning and teaching.
- Create and maintain a successful partnership with parents and the wider community to support and improve students' achievement and personal development and to foster the good name of the school.
- Maintain liaison with other secondary schools, primary schools, FE, HE and relevant agencies.

- Present a coherent and accurate account of the school's performance in order to inform a range of audiences, including governors, the DfE, the local community and Ofsted.
- Ensure parents and students are well-informed about the curriculum, progress and attainment and about their shared responsibilities as members of the school's learning community.

Managing own performance and development:

- Participate in arrangements for Performance Management and take responsibility for own professional development.
- Prioritise and manage own time effectively.
- Work under pressure and to deadlines.
- Sustain their own motivation and high-performance level

Managing and developing staff and other adults:

- Line manage the SLT, SBM and other senior staff as required from time to time.
- Implement and sustain effective performance management systems, delegating performance reviews where appropriate.
- Support and co-ordinate high quality professional development to enable staff to fulfil their roles to the best of their abilities.
- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are sustained between staff and students.
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Lead professional development of staff through example.

Managing resources:

- Work with governors and senior colleagues to recruit staff of the highest quality to all posts within the school.
- Work with senior colleagues to deploy all staff effectively in order to improve and sustain the high quality of education provided.
- Work with the senior and middle leaders and teachers to secure the highest standards of Collective Worship and Religious Education.
- Set appropriate priorities for expenditure, allocate funds and ensure effective administrative control over total school resources.
- Manage and organise accommodation efficiently and appropriately to ensure that the needs of the curriculum and health and safety regulations are met.

- Manage, monitor and review the range, quality, quantity and use of all resources in order to improve students' achievements and secure value for money in how the school's funding from all sources is used.
- Lead and manage probity and ethics in school operations.

Designated Safeguarding Lead:

- Possess the skills and ability to identify abuse.
- Know how to refer concerns to the appropriate investigating agencies.
- Maintain detailed and accurate written records of child protection concerns.
- Support, advise and share expertise with all members of the school staff.
- Ensure staff members have access to and understand the school's safeguarding policies and procedures, and any local procedures.
- Ensure child protection training is part of the induction for all new staff and that relevant training is provided where necessary.
- Annually review and update the school's safeguarding policies and procedures in light of any new guidance, and present them to the Governing Body for approval.
- Provide a copy of the child protection policies and procedures to parents who request to see them.
- Contribute towards local child protection policy and groups by actively attending and contributing to meetings.
- Provide written reports to the Governing Body in a timely manner.
- Ensure that the Governing Body is updated on a regular basis regarding all child protection issues and investigations.
- Ensure that relevant safeguarding files are copied and forwarded, in line with data protection law, when a pupil transfers to another school.
- Lead a team reviewing and monitoring any causes of concern relating to pupils.

Strategic Leadership:

- Provide direction to secure the highest level of achievement for each student; sustain the growth of their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of future life including higher education and employment.
- Present a coherent and accurate account of capacity to improve the school's performance in a form appropriate to a range of audiences, including trustees, governors, the DfE, ESFA, the office of the RSC, the local community and Ofsted.
- Lead by example, provide inspiration and motivation, and embody for the students, staff, governors and parents the reality of the school's vision and aims as set out by proposers and developed by Governors.
- Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short-term objectives to sustain school improvement.

- Ensure that the management, organisation and administration of the school support its vision and aims.
- Provide information, objective advice and support to the Governing Body to enable it to meet its statutory responsibilities to provide effective learning and teaching, improve standards of achievement and secure excellent value for money.
- Lead and manage relationships within the local family of schools.

No job description can account fully for all tasks needing to be performed by a headteacher, and as such the contents of this document should not be seen as exhaustive. The headteacher will be required to carry out any and all duties reasonably required by Governors in the conscientious execution of their duties as headteacher at Derby Cathedral School.

Derby Cathedral School: Headteacher Person Specification

Accountable to: Governors/Trustees

Category	Essential	Desirable
<p>Church School</p> <p>The requirement to be a baptised person who is a communicant member of the Church of England is a desirable but not essential attribute.</p>		
1. Qualifications	<ul style="list-style-type: none"> Honours degree from a recognised university 	<ul style="list-style-type: none"> Qualified teacher status NPQH Masters or equivalent in relevant discipline
2. Experience	<ul style="list-style-type: none"> Experience of Senior Leadership in a secondary school as a Headteacher, Deputy Headteacher or Assistant Headteacher Successful experience of managing significant organisational change in a school leadership role Experience of providing high standards of pastoral care Experience of curriculum development 	<ul style="list-style-type: none"> Teaching and/or school leadership experience across the independent and maintained sectors Experience of leading and managing capital projects
3. Professional Development and Experiential Learning	<ul style="list-style-type: none"> Evidence of continuing professional development relating to school leadership and management, and curriculum / teaching and learning Knowledge of the Free School education context Knowledge of free school environments in terms of particular requirements and responsibilities arising for leadership and governance 	<ul style="list-style-type: none"> Experience of working with other schools/organisations /agencies Experience of leading/ co-ordinating professional development opportunities Ability to identify own learning needs and to support others in identifying their learning needs

Category	Essential	Desirable
4. Strategic Leadership	<ul style="list-style-type: none"> • Ability to articulate and develop the Trust Board's vision 	<ul style="list-style-type: none"> • Evidence of having successfully translated a vision into reality at whole-school level
	<ul style="list-style-type: none"> • Ability to inspire and motivate staff, students, parents and governors to achieve the proposers' aims of the school and meet their high expectations 	
	<ul style="list-style-type: none"> • Evidence of successful strategies for implementing whole-school plans 	
	<ul style="list-style-type: none"> • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards challenging targets 	
	<ul style="list-style-type: none"> • Knowledge of what constitutes quality in 11-18 educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all students • Understanding of and commitment to promoting safeguarding of students 	
5. Teaching and Learning	<ul style="list-style-type: none"> • Knowledge and experience of successful teaching and learning strategies in order to meet the needs of all students in Derby Cathedral School • A secure understanding of assessment strategies 	<ul style="list-style-type: none"> • Experience as a provider of professional development to other teachers and school leaders
	<ul style="list-style-type: none"> • Experience of effective monitoring / evaluation of, and intervention in, teaching and learning 	

Category	Essential	Desirable
5. Teaching and Learning (cont)	<ul style="list-style-type: none"> • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	
6. Leading and Managing Staff	<ul style="list-style-type: none"> • Experience of working in and leading staff teams • Ability to delegate work and support colleagues in undertaking responsibilities • Experience of working with governors to enable them to fulfil their responsibilities • Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues arising 	<ul style="list-style-type: none"> • Successful involvement in staff recruitment, appointment /induction
	<ul style="list-style-type: none"> • Understanding of effective budget planning and resource deployment as enablers in terms of achieving educational priorities 	
7. Accountability	<ul style="list-style-type: none"> • Ability to communicate on school performance effectively, orally and in writing to a range of audiences • Experience of whole-school self-evaluation and improvement strategies • Ability to provide clear information and advice to staff and governors • Awareness of DfE / EFA performance measures applicable to the school 	<ul style="list-style-type: none"> • Experience of offering challenge and support to improve performance e.g. SIP role • Experience of leading sessions to inform parents and carers on aspects of school performance • Experience of school inspection via Ofsted or Independent Schools Inspections

Category	Essential	Desirable
<p>8. Skills, Qualities & Abilities: professional and personal attributes</p>	<ul style="list-style-type: none"> • High quality teaching skills • Excellent school leadership ability • Ability to diagnose and intervene wisely when solving problems • Strong commitment to the vision and ethos of Derby Cathedral School • Commitment to their own professional development • Commitment to developing the whole-school team at Derby Cathedral School • Total commitment to the school and its future success • Ability to build and maintain good relationships with a range of stakeholders • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively including in relation to the work of others • Ability to delegate appropriately • Empathy with children • Excellent communication and negotiation skills • Excellent presentational skills • Excellent problem-solving skills • Stamina and resilience • Self-confidence 	<ul style="list-style-type: none"> • Ability to manage public relations effectively including high profile contexts

Category	Essential	Desirable
9. References	<ul style="list-style-type: none">• Positive recommendation(s) in professional references• DBS/CRB(E) clearance	<ul style="list-style-type: none">• Highly satisfactory outcomes from due diligence