

Executive Head of Brindishe Federation of Schools From September 2018

Salary* : competitive and depending upon experience but within the range of Leadership point 26 and Leadership point 32

Job Description and Person Specification

This job description is subject to the general conditions of service for a Headteacher as set out in the current School Teachers' Pay and Conditions Documents.

Main purpose of the job:

To provide vision and leadership for the Federation by creating, maintaining and developing the conditions which enable children and staff to achieve effective quality learning opportunities and high standards of progress and achievement ensuring that the aims and objectives of the federation are clearly articulated, well understood, supported and achieved in accordance with the policies of the Federation Governing Body and national and local education policies and strategy.

Accountable: To the Governing Body

Qualities and Knowledge:

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the children they serve
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards our children and staff, parents, Governors and members of the local community
- Lead by example with integrity, creativity, resilience, and clarity, drawing on their own understanding, experience, capabilities, expertise and skills, and that of those around them
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development for themselves and for all staff
- Work with political and financial astuteness, within a clear set of principles centred on the Federation's vision, ably translating local and national policy into each of the school's individual context
- Compellingly communicate the Federation's vision, and proactively drive its strategic leadership, empowering all children and staff to achieve and excel

Children and Staff:

* No. of pupils in the Brindishe Federation places the post in the middle of the Group 6 school range.

- Demand ambitious standards for all children, overcoming barriers and disadvantage and advancing equality, and instilling a strong sense of accountability in staff for the impact of their work on children's outcomes
- Secure excellent teaching through an analytical understanding of how children learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and children's overall well-being
- Establish an educational culture of 'open classrooms' and 'open learning' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear and continuous succession planning
- Hold all staff to account for their professional conduct and practice

Systems and Process:

- Ensure that the Federation's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity
- Provide a safe, calm and well-ordered environment for all children and staff, focused on safeguarding children and fostering excellent relationships and developing their exemplary behaviour in school and in wider society
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing under-performance, supporting all staff to improve and valuing excellent practice
- Welcome challenge, ambitious targets, strong governance and actively support the Governing Body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Executive Head to account for pupil, staff and financial performance
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of children's achievements and the Federation's sustainability
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold themselves and each other to account for their decision-making

The Self-Improving School System:

- Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all children
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all children
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to create a framework for self-managing and self-improving schools

- Shape the current and future quality of the teaching profession through high quality opportunities, training and sustained professional development for all staff
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, embracing and responding to internal and external accountability
- Inspire and influence others - within and beyond the Federation - to believe in the fundamental importance of education in children's lives and its capacity to change lives and life chances
- Have significant and evident regard for safeguarding and promoting the welfare of children and follow the child protection procedures developed and adopted by the local authority and the Federation

Person Specification:

This person specification details the qualities, requirements and characteristics that will be sought when selecting the Executive Head of the Brindishe Federation. We are looking for a highly experienced Headteacher with a proven track record of success to lead our Federation in driving improvement forward.

COMPETENCIES

Method

Application (A)

Interview (I)

Qualifications and professional status:

1. Qualified Teacher Status (QTS) (A)
2. Proven senior management experience with significant experience as a Headteacher/Principal with a sustained record of school improvement (AI)
3. Proven track record of managing successful school evaluation and improvement (AI)
4. Further professional studies related to current education initiatives and leadership and management (A)
5. Experience of successful implementation and management of change. (AI)
6. Understanding and experience of collaborative practice and planning with other schools and leaders (AI)
7. Successful and varied teaching and leadership experience in more than one primary school (A)
8. Relatively recent (within last 5 years) Leadership experience in a school rated as Good or Outstanding (AI)

Leadership and Management:

1. Evidence of strong, resilient and innovative leadership, delegating responsibility to staff at all levels and focused on developing leadership skills in others (AI)
2. Ability to promote and articulate a clear educational philosophy and set of values and beliefs to staff, and to gain commitment from staff across the primary years to ensure consistent high quality teaching and learning (AI)
3. Accountable as a leader of learning, demonstrating:
 - knowledge and understanding of quality teaching
 - effective learning
 - modern, creative curriculum design and implementation
 - valuable and informative assessment
 - monitoring and evaluation processes across the primary age range (AI)
4. Ability to make difficult decisions in a timely way and convey outcomes clearly and sensitively, influencing others in a variety of situations (I)
5. Ability to delegate appropriately to ensure the efficient and effective day-to-day running of a Federation of three separate schools each on their own site (I)
6. Demonstrate integrity, honesty and sensitivity in staffing matters and in maintaining and developing links and very good relationships with all stakeholders (I)

Strategic Direction and Vision:

1. Demonstrate ability to think strategically: initiating, planning, monitoring and evaluating school improvement and change processes, creating a shared vision and ethos with internal and external stakeholders (AI)
2. Fully understand what constitutes excellence and quality in education and how to achieve it (AI)
3. Evidence of successful outcome of strategic planning including School Improvement and Development Plans and Action Plans including:
 - supporting and nurturing a task focused culture
 - the use of the evaluation of staff appraisal and performance management to inform school improvement planning
 - evidence of the ability to encourage innovation, and to manage and sustain change (AI)
4. Demonstrate how the rigorous review and evaluation of whole school staff appraisal and performance management leads to school improvement, raises achievement, brings high expectations and secures success (AI)

Skills and Attributes:

1. Ability to delegate, motivate, mediate, consult and encourage the school community, leading by example (I)
2. Have the ability to work under pressure, meet deadlines and show a positive, flexible and realistic approach (AI)
3. Demonstrate the self-confidence to seek advice and support, showing a willingness to listen and to acknowledge and learn from mistakes (AI)
4. Demonstrate excellent people management skills and very high emotional intelligence (AI)
5. Ability to communicate diplomatically at an appropriate level and manner, depending on the situation (I)
6. Is committed to continued professional development (CPD) for all, including self (AI)

Personal Attributes:

1. Able to inspire confidence and respect (AI)
2. Has the ability and confidence to motivate and challenge (AI)
3. Approachable and enjoys being highly visible to the school communities, demonstrating impact and presence (AI)
4. Ability to communicate effectively with a wide range of audiences (AI)
5. Thinks creatively to anticipate and solve problems (AI)
6. Shows resilience and determination (AI)