



Job Description Headteacher Ferndown Middle School

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| Employer | Castleman Academy Trust | Pay Range | L19 – L25 |
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The job description is based on the Headteacher Standards, 2020. The successful candidate will be expected to work with the Castleman Academy Trust and the School Standards Board (Local Governing Body) to promote and achieve the Trust's and the School's vision and strategic objectives.

Castleman Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The role encompasses the professional duties of Headteachers as specified by the current School Teachers Pay and Conditions Document (STPCD) and the Headteachers' Standards.

Section 1 : Ethics and Professional Conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the Teachers' Standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the "Seven Principles of Public Life" at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers in the Castleman Academy Trust:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the Trust and statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the work of Castleman Academy Trust and the wider education system

Section 2 : Headteachers' Standards

1. Trust and School Culture

- Have due regard for all safeguarding requirements and work to ensure a culture of safeguarding is embedded in their school and across the Trust.
- with Trust Central staff and the Trust Board, establish and sustain the Trust's ethos in partnership with other Trust schools
- establish and sustain the school's ethos, individual identity and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the Trust and school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism
- adhere to the Trust's principles, underpinned by the Trust's commitment to "Children First, Always"

2. Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of assessment information
- contribute to excellent teaching in all Trust schools through peer-to-peer review, engagement with professional development networks, school improvement partner advice and guidance and Trust expectations

3. Curriculum and Assessment

- ensure the Trust's Curriculum Principles and Values underpin curriculum decisions
- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing leaders with high levels of relevant expertise, accessing and contributing to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum, in line with Trust expectations

4. Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school, model and teach the behaviour of a good citizen

5. Additional and Special Educational Needs and Disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with the Trust SEND Strategic Lead, parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional Development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of Trust, whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development

- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it and the Trust, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning
- be pro-active in their own professional development programme and seek to learn from and with others in-school, with other Trust Schools, locally, regionally and nationally
- strive to keep up to date with educational issues, research and development

7. Organisational Management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- with Trust staff, prioritise and allocate financial and human resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- work with the Trust to establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- with the Trust and Governors, ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous School Improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
- work to support other Trust schools and School Standards Boards to support and enhance school improvement in all Trust schools.

9. Working in Partnership

- forge constructive relationships with Trust schools, beyond their own school, working in partnership with parents, carers and the local community
- commit their school to work successfully with Trust schools, other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and Accountability

- understand and welcome the role of effective governance, within the Trust structure, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationships with those responsible for governance at both Trust and School Standards Board levels
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required Trust and regulatory frameworks and meets all statutory duties

Any other duties commensurate with the role of Headteacher that may be required from time to time.

The Headteacher is accountable to the Chief Executive Officer for the standards achieved and the conduct, management and administration of the school, subject to any policies that the DfE and the Trust shall make.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the postholder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the postholder's professional responsibilities and duties.

The Castleman Academy Trust reserves the right to deploy staff to support the needs of our pupils throughout any of our Trust schools, as and when required.



Person Specification Headteacher

| Education/Qualifications | Desirable | Essential |
|---|-----------|-----------|
| Qualified Teacher status | | X |
| First Degree Level Qualification | | X |
| Evidence of further professional development | | X |
| Clear DBS | | X |
| Safer Recruitment Training (<u>or</u> willingness to undertake) | | X |
| NPQH (For those new to Headship <u>or</u> willingness to undertake) | | X |

| Safeguarding | Desirable | Essential |
|--|-----------|-----------|
| Have a clear understanding of the protection and safeguarding of children, ensuring a robust safeguarding culture | | X |
| Knowledge and understanding of current legislation, guidance and best practice for child protection, including safer recruitment | | X |
| Able to co-operate and work with relevant agencies to protect children | | X |

| Philosophy and Commitment | Desirable | Essential |
|---|-----------|-----------|
| Ability to uphold the Trust vision and values | | X |
| Clear and appropriate vision for the continued development of the school | | X |
| Growth mindset | X | |
| Ability to articulate a clear philosophy of Early Years and Primary education and its development within the school | | X |
| Involvement in successful school improvement work | | X |
| Commitment to promoting equal opportunities and meeting the educational needs of all pupils | | X |
| Champion and develop achievement for those children in receipt of Pupil premium support | | X |
| Champion inclusion and value pupil voice to provide all children with the opportunity to succeed | | X |
| Understanding of and experience with children with special educational needs and disabilities | | X |
| Commitment to ensuring the safeguarding of pupils | | X |
| Understanding and commitment to positive behaviour management of pupils and developing positive relationships between pupils and adults | | X |
| Understanding of and commitment to development links between home, school and Trust | | X |
| Experiences of promoting home-school and other partnerships, particularly engaging with parents and carers and the wider community | | X |
| Commitment to leading teams to ensure the highest standards of pupil achievement | | X |
| Commitment to publicising the development and achievements of the school | | X |
| Commitment to the highest standards, continuous improvement and quality assurance | | X |
| Commitment to putting pupil outcomes at the core of all aspects of leadership and management | | X |
| Demonstrate a full understanding of the EYFS and/or primary curriculum that provides a rich, balanced and coherent experience for all pupils and is in line with Trust values | | X |

| Personal Qualities and Relationships | Desirable | Essential |
|--|-----------|-----------|
| The ability to lead by example showing inspirational leadership and excellent interpersonal skills | | X |
| Demonstrate a sense of perspective and the ability to be reflective and identify areas for personal and professional development | | X |
| Creativity combined with attention to detail | | X |

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| The ability to establish positive and productive working relationships with a wide range of people, including pupils, parents, colleagues, governors, Trust Staff and Board members, pre-school providers and people outside of school | | X |
| The ability to guide and influence others when change is necessary | | X |
| The ability to accept support from others and to ask for help | | X |
| Evidence of enthusiasm, flexibility, coolness under pressure effective networking, and being able to hold the wider perspective along with a sense of humour | X | |
| Demonstrable commitment to succession planning and team development | X | |

| Professional Skills | Desirable | Essential |
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| Proven successful Headship or Deputy Headship | | X |
| Experience and understanding of Key Stage 3 curriculum | X | |
| Ability to establish, develop and promote a positive Trust and school ethos with an emphasis on high achievement for all | | X |
| Experience of promoting the school within the community | X | |
| Demonstrable record of working with an Academy Trust and school governors to identify improvement areas, analysing and interpreting relevant data in order to accurately prioritise objectives for school development and to raise standards | | X |
| Ability to communicate the aims, objectives and values of the school to people within the community | | X |
| Ability to communicate effectively, both orally and in writing, with a wide variety of people both inside and outside the school | | X |
| Evidence of managing and developing the performance of others | | X |
| Ability to empathise with children across the age range and wide ethnic background and to be firm, fair and consistent | | X |
| Ability to set up effective teams and develop team approaches | | X |
| Ability to act effectively as a Team Member | | X |
| Ability to enhance existing strengths of the Trust and the school while offering challenge to establish meaningful positive change | | X |
| An understanding of the patterns of children's learning | | X |
| A competent user of ICT with a clear understanding of its use to aid and promote the quality of teaching and learning | | X |

| School Specific Needs | Desirable | Essential |
|---|-----------|-----------|
| Understanding of liaising with the Local Authority around school buildings and place planning | X | |

| Safeguarding and Special Requirements | Desirable | Essential |
|---|-----------|-----------|
| The Castleman Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment. | | X |
| The successful applicant will be required to meet all elements of Safer Recruitment and will be the subject of pre-employment checks including an Enhanced DBS Check, including Child Barring List, a medical question and satisfactory references. | | X |
| It is a prerequisite that you familiarise yourself with the safeguarding policy and safer working practices policy and procedures of the Trust and school and follow them. | | X |
| The Castleman Academy Trust expects all employees and volunteers to be committed to the Trust's Policies and ethos | | X |