

HEADTEACHER JOB DESCRIPTION



St. Agnes' Catholic Primary School

INTRODUCTION

The school has been designated by the Secretary of State as a school with a religious character. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Roman Catholic Church and the Trust Deed of the Diocese of Hexham and Newcastle. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ. The post therefore requires a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all its aspects. This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. It is subject to the current conditions of service for headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out his/her duties the headteacher shall consult, when appropriate: the governing body, the Diocese, the local authority, the staff of the school, the parents of its pupils, the parish(es) served by the school and other local Catholic schools, particularly where collaboration or federation is being developed.

This job description is based on the key areas identified in the National Standards of Excellence for Headteachers published by the Department for Education (2015).

The successful candidate will also be expected to take on the role of the designated safeguarding lead, completing any necessary training.

The governing body and the Diocese acknowledge the importance of the role of the Catholic headteacher and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

The governing body and the Diocese are committed to safeguarding and promoting the welfare of children and young people and vulnerable adults and the headteacher must ensure that the highest priority is given to following the guidance and regulations to safeguard them. The successful candidate will be required to undergo an Enhanced check for Regulated Activity from the Disclosure and Barring Service.

The core purpose of the headteacher is to set and implement the strategic direction of the school and to provide professional leadership and management to drive achievement of high standards in all areas of the school's work, particularly in ensuring the provision of sustainable outstanding education through the preservation and development of its Catholic character.

The school's objectives relate to the provision of Catholic education and the school is part of the Catholic Church and, as such, is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Catholic Church and the trust deed of the Diocese of Hexham and Newcastle. Therefore, the post of headteacher must be filled by a practising Catholic who can show, by example and from experience, that he or she will ensure that the school is distinctively Catholic in all aspects.

THE FOUR DOMAINS

The National Standards of Excellence for Headteachers are set out in four domains.

There are four 'Excellence as Standard' domains:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of the nation's headteachers.

Domain One

Excellent headteachers in Catholic schools: qualities and knowledge

Headteachers:

1. Hold and articulate clear values and moral purpose, which take account of the educational mission of the Church focused on providing a world-class education for the pupils they serve
2. Demonstrate optimistic personal behaviour which stems from Christ's vision for humanity. Promotes positive relationships and attitudes towards their pupils, staff, parents, governors and members of the local community recognising their individual worth as made in the image and likeness of God.
3. Inspired by Christ, lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles influenced by the Gospel message and Church teaching, centred on the school's vision, ably translating local and national policy into the school's context
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two

Excellent headteachers in Catholic schools: pupils and staff

Headteachers:

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

Domain Three

Excellent headteachers in Catholic Schools: systems and process

Headteachers:

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity reflecting the school's Gospel values.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider community to promote Gospel values which unite society in a commitment to social justice and the common good.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance, rooted in faithful stewardship of Gospel values, actively supporting the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Domain Four

Excellent headteachers in Catholic schools; the self-improving system

Headteachers:

1. Create outward-facing schools which work with other schools and organisations (both within and outside of the Catholic sector) – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching professional through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others – within and beyond schools – to believe in the fundamental importance of Catholic education in young people's lives and to promote the value of education.

HEADTEACHER CRITERIA FOR APPOINTMENT

Please note source of evidence of fulfilled criteria:

Application Form - A (including supporting statement) References - R Interview - I Certificate - C

1. CONFIDENTIAL REFERENCES	Essential or Desirable	Evidence
A positive and supportive written faith reference from a priest where the applicant regularly worships.	E	R
A positive reference from current employer/headteacher (or most recent employer/headteacher if not currently employed)	E	R
A positive second professional reference	E	R

2. APPLICATION FORM AND SUPPORTING STATEMENT	Essential or Desirable	Evidence
Application form to be completed in full and legible	E	A
Supporting statement to be clear, concise and related to the specific post and appointment criteria (1300 words max; font 12; portrait)	E	L

3. QUALITIES AND KNOWLEDGE	Essential or Desirable	Evidence
Practising Catholic	E	R/A
Qualified Teaching Status	E	A/C
Degree	D	C
NPQH	D	C
CCRS (Catholic Certificate in Religious Studies) or the equivalent or a commitment to obtain it if appointed. Primary Secondary	E D	C
Professional development or training undertaken in preparation for headship	E	A/S
Professional development or training undertaken in preparation for headship in a Catholic school	D	A/R/I
Experience of headship (add details e.g. size, type of school)	D	A/R/I
Experience of deputy/assistant headship	E	A/R/I
Other leadership and management experience	E	A/R/I
Ability to lead by example and be a positive role model with excellent communication skills	E	A/R/I
Ability to articulate a clear vision and purpose for Catholic education	E	A/R/I
Personal impact and presence	E	A/R/I
Participation in a parish community	D	A/L/R/I
Ability to lead the spiritual development of staff and pupils	E	A/R/I
Understanding of current educational provision and the wider school systems	E	A/R/I

4. PUPILS AND STAFF	Essential or Desirable	Evidence
Have ambitious standards and high expectations for all pupils	E	A/R/I
Have excellent understanding of high quality teaching and learning	E	A/R/I
Promote the development of the whole child	E	A/R/I
Use data analysis to effectively drive whole school improvement	E	A/R/I
Encourage all staff to develop their unique potential	E	A/R/I
Identify emerging talent, develop excellence and clear succession planning	E	A/R/I
Demonstrate an understanding of the importance of forging good relationships with parents	E	A/R/I

5. SYSTEMS AND PROCESS	Essential or Desirable	Evidence
Demonstrate efficient strategic leadership	E	A/R/I
Demonstrate an understanding of prudent financial planning	E	A/R/I
Ensure the safety of all staff and pupils at all times	E	A/R/I
Promote excellent behaviour and positive attitudes to school life	E	A/R/I
Understand systems for performance management to hold staff to account	E	A/R/I
Demonstrate an ability to address under-performance	E	A/R/I
Demonstrate an understanding of strong governance to hold the school to account	E	A/R/I
Demonstrate an understanding of how budgets and resources are deployed in the best interests of pupils	E	A/R/I
Promote distributed leadership throughout the school	E	A/R/I

6. SELF IMPROVING SCHOOL	Essential or Desirable	Evidence
Knowledge and experience of working with other schools and organisations	E	A/R/I
Effective partnerships with a range of professionals	E	A/R/I
Use well evidenced research to achieve excellence	E	A/R/I
Provide opportunities for high quality staff development	E	A/R/I
Confident and innovative approach to school improvement	E	A/R/I
Source of inspiration and encouragement for all in the school community	E	A/R/I