



Tudhoe Learning Trust Job Description



Job Title	Head Teacher
Responsible to	Mr Jim Smith Trust Chief Executive Officer / Executive Head Teacher
Working with	Mr Jim Smith, Trust CEO / EHT Mrs Gillian Pigott, Director of Business Finance & Development Mrs Kimberley Ivory, Trust Human Resource Manager School and Trust Senior Leadership Teams School Local Governing Body
Place of Work	Stephenson Way Academy & Nursery School, Newton Aycliffe, Durham Any of the Trusts sites within County Durham as required.
Salary	L20-L25 (£63,806-£72,119)
Job Summary	
<p>The primary role of a head teacher within any school within Tudhoe Learning Trust is to provide visionary leadership, inspiration and motivation to all stakeholders within the school. Our head teachers are expected to engender respect, trust and integrity throughout the school delivering continual planned improvements through effective management, delegation and empowerment of all leaders. We expect our head teachers to work collaboratively with schools governing body and staff to develop an inclusive learning environment where all children can reach their individual potential becoming emotionally and academically intelligent learners. High expectations and visibility are essential in creating a welcoming environment to thrive.</p>	
Key Duties, Responsibilities and Accountability	
<ul style="list-style-type: none"> • Provide strong and consistent leadership and management ensuring the highest possible standards of achievement. • Support the CEO in challenging and developing best practice across the Trust • Secure long term success of the school by maximising potential and opportunity and ensuring best value of skill and resource. • Build, strengthen and develop leadership capacity and capability. Provide leadership opportunities for staff. • Ensure that family support is provided, developed and appropriate. Integrate family support throughout the school. • Establish and develop a full range of extended provision ensuring an inclusive and fulfilling school experience. • Develop and extend links with external providers, community and other professionals. • Maintain all appropriate policy and procedure documentation meeting and exceed statutory expectation. • Work with and utilise the skills of the Governing Body to establish and maintain a strategic vision for the schools in line with Tudhoe Learning Trust ethos. Promote values and vision to staff, governors, parents and children. • Translate strategic vision into operational plan and effectively implement. • Ensure equality, diversity and inclusion are a key focus. • Create an environment where colleagues are motivated in a shared learning culture using distributive and empowered leadership techniques. • Without exception establish and communicate clear roles, responsibility and accountability. Ensure timely review and evaluation. Deal with issues swiftly, competently and appropriately. • Support the Governing Body to meet and exceed its obligations set out by Trust Directors. • Liaise with and support colleagues from other Trust schools. Ensure Trust ethos and objectives are integrated within school. 	

- Prioritise expenditure, allocation of financial resource and effectively manage school budget with Director of Business, Finance and Development & CEO.
- Ensure financial resources and human resources are meeting educational priorities.
- Oversee effective and safe use and storage of schools physical resources.
- Present coherent, accurate and up to date accounts of school performance in an audience appropriate format.

The Future

Demonstrate fair and consistent leadership, vision and values for the school. Be willing and prepared to innovate and think creatively to achieve. Meet new challenges head on and lead in the field of primary education excellence.

Leading Teaching and Learning

Outstanding teaching and learning is at the core of all strategic planning and decision making. Provide inspirational leadership with high expectation to the schools teaching teams and ensure that the school reaches and maintains the highest quality of teaching and learning delivery. Act as a driving force for a consistent focus on pupil outcomes. Utilise data and benchmarking for meaningful monitoring and evaluation cycles ensuring progress, attainment, attendance and quality of provision.

Promote an exciting modern curriculum built on creative, responsive and effective approaches to the delivery of teaching and learning within classroom practice. Set high expectations and challenging targets. Ensure classroom delivery is adequately differentiated to meet the needs of all children. With appropriate provision for all groups of children and challenge underperformance rigorously. Create and develop a culture of both challenge and support where children can be engaged in their own learning and success. Maintain strong home / school links and encourage and continuance of learning from the classroom into the home environment. Ensure that procedural documentation and policies reflect expectations and support good conduct and behaviour. Foster an approach where children can experience responsibility and involvement in the day to day running of school by contributing to it in a practical way. Ensure a culture where children feel and are valued.

Encourage good attendance in school and ensure action is taken swiftly and appropriately where a problem is identified. Maintain an up to date knowledge of statutory obligation, curriculum and subject knowledge. Conduct regular school self-evaluation and combine with those from other Trust schools to develop the school. Provide as broad a range of extra-curricular activity as possible and ensure these are accessible as opportunities for all.

Engage actively with Trust schools and external schools to share best practice and joint learning. Work together with secondary phase schools to ensure a smooth transition from year 6 to year 7 annually.

Staff Development and Working With Others

Lead, motivate, challenge and support all staff to ensure and sustain continuous improvement and development. Be mindful of emotional development and wellbeing. Ensure effective and relevant procedures are in place to manage new starter processes, induction, safeguarding, performance management and professional development within the workforce. Liaise with and utilise the skill of the Trust Human Resource Manager to support operational management and strategic workforce planning, organisational design and development.

Plan, allocate, support and evaluate the work of teams within school. Identify issues and respond appropriately. Review self regularly and adjust practice as appropriate. Manage workload and that of colleagues allowing for an appropriate work / life balance. Be mindful and aware of the demands of roles within school.

Organisational Management

Manage the schools physical, financial and human resources effectively and in line to schools and trust objectives with the outcomes of children centrally focussed. Design and implement an organisational structure that meets the needs of the school and reflects school and Trust values. Work collaboratively with all stakeholders to ensure improvement planning that is evidenced. Work with the Trust HR Manager and Trust CEO to participate in professional selection processes resulting in the highest quality teaching

and support staff who are able and willing to contribute to the schools goals and work to its ethos. Retain and deploy staff where appropriate. Build strong relationships in school and externally and ensure free flowing appropriate communication mechanisms that underpin a professional learning delivery community enabling all stakeholders to achieve. Provide effective operational management and leadership. Use and integrate technologies as appropriate. Understand and ensure compliance of Data Protection legislative obligations in relation to own, staff and pupil use of IT and technologies.

Safeguarding, Equality and Inclusion

Understand and ensure compliance of all safeguarding and child protection obligations to promote the welfare and safety of all children in the care of the school. Ensure all staff are appropriately trained and that training is maintained and up to date. Ensure new starter processes are robust and ensure that staff are fit to work with children. Challenge anything that presents as a cause for concern with regard to the safeguarding of children in school. Actively promote, monitor and evaluate equality and inclusion for all in school and challenge non-compliance. Value all members of the school community, celebrate diversity and ensure inclusion. Challenge undesired behaviours and adopt a zero tolerance to instances of discrimination.

Wider Community

Sustain and develop partnerships with mutual benefit, share expertise, enhance provision and promote strong relationships. Provide community linked learning experiences where appropriate and ensure opportunity for all. Extend curriculum learning, enhance teaching and broaden learning opportunities by utilising links and working with community groups.

Facilities and Buildings Management

Oversee the security and supervision of the building, car parks and grounds. Ensure car park safety by appropriately managing access into school as necessary. Maximise the facilities and premises opportunities to ensure a stimulating and safe environment to learn, visit and work in.

Person Specification			
Head Teacher			
Competency		Essential / Desirable	Method of Assessment
Education / Qualification	<ul style="list-style-type: none"> • Qualified Teacher Status. • Honours graduate. • Evidence of further professional development relevant to a senior leadership role. • Evidence of successfully acquiring and applying new skills and knowledge in a professional leadership context. • NPQH. 	E	AF
Experience	<ul style="list-style-type: none"> • Recent and substantial experience (3yrs min) of senior leadership in a head teacher (or equivalent ie principal / EHT) capacity. • Recent and substantial experience of leading a school as a HT with a specific focus on school improvement. • Sound and evidenced track record of outstanding and successful teaching and curriculum delivery. • Experience of managing a school at a senior level with specific regard to managing a workforce, supporting colleagues, managing classroom resources and facilities management. • Experience of supporting and directing professional colleagues with the aim of improving progress and attainment. • Experience of structuring a school day and planning timetables. • Understanding of Ofsted processes, framework and changes. • Involvement in school improvement, planning and implementation. • Understanding of principles and practice in EYFS, KS1 and KS2 with specialist, in depth subject knowledge in at least two of these areas. • Experience of senior leadership in schools that include all phases. • Experience of the use of technologies to enhance effectiveness. • Able to affect change and implement strategy. • Able to contribute to and implement a shared vision and strategic plan. • Experience of delivering strategy aimed at improving attainment and progress. • Able to demonstrate a working knowledge of curriculum issues and legislative changes. • Able to demonstrate experience of collaborative leadership. • Able to demonstrate understanding of effective financial management and budget planning. • Able to demonstrate experience of performance managing a workforce. • Evidence experience of working with a local governing body. • Evidence of being able to improve systems and processes. • Evidence of working with third party stakeholders, agencies and other professionals. • Understanding of Health and Safety obligations. • Able to improve parental engagement. • Able to evidence a commitment to the safeguarding and welfare of all children in school. • Able to evidence and understanding of equal opportunity and inclusion. • Able and willing to celebrating inclusion and diversity. • Understanding of and commitment to the schools obligation to improve moral, social, emotional and cultural development. • Able to evidence experience of acting as safeguarding and child protection lead officer in school. • Experience of raising standards. • Experience of curriculum development. 	E	AF/I

Attitudes & Abilities	<ul style="list-style-type: none"> • Strong confident leadership skills. • Emotionally intelligent. • Strategic thinker. • Confident and able to challenge and manage under performance. • Able to set targets and manage conflicting priorities. • Resilient and calm. • Able to react, respond and adapt and support others to do the same. • Firm, fair and consistent. • Outstanding communicator. • Positive role model in terms of presentation, attendance, time keeping, conduct and behaviour. • Visible to all stakeholders, accessible and approachable. Willing and able to build relationships and maintain them with a wide range of people. Able to relate to and tolerate difference. • Able to evidence and demonstrate personal impact. • Committed. 	E	AF/I
Other	<ul style="list-style-type: none"> • Effective ICT skills. • Ability to drive, access to a vehicle and a full UK driving licence with Business Use insurance. • Flexibility. • Emotional resilience. 	D D E E	AF/I