JOB DESCRIPTION

Job title:	Headteacher
Employer:	Eden Learning Trust
School:	St Helen Auckland Community Primary School
Grade/Salary:	Leadership Scale L11-L17
Hours:	Full time - working arrangements in accordance with the current School Teachers' Pay and Conditions Document (STPCD) as adopted by the Trust
Responsible to:	Chief Executive Officer on behalf of the Trust Board, within the Trust's Scheme of Delegation
Responsible for:	The strategic leadership, educational performance, safeguarding, people, resources and day-to-day management of St Helen Auckland Community Primary School

Main purpose of the job

The Headteacher will provide professional, strategic and operational leadership and management for St Helen Auckland Community Primary School, establishing a secure foundation from which high standards can be achieved in all areas of the school's work.

The Headteacher will set and sustain an ambitious, inclusive vision and culture; secure high-quality education and strong pupil outcomes; and ensure that every child is safe, valued, supported and able to thrive. The postholder will lead the school in accordance with Eden Learning Trust's values, policies, governance arrangements and Scheme of Delegation.

As a senior leader within Eden Learning Trust, the Headteacher will work closely with the CEO, Trust Board, Local Governing Body, other Headteachers and central Trust teams, contributing to improvement and collaboration across the wider Trust as well as leading their own school.

Main tasks and key responsibilities

1. Strategic leadership, culture and ethos

- Establish and sustain a clear, ambitious and inclusive vision for the school, rooted in high expectations for every pupil and aligned with the Trust's values, the needs of the local community and the Headteachers' Standards.

- Lead by example with integrity, creativity, resilience, clarity and professional courage, drawing on evidence, expertise and the strengths of others.
- Create a culture of respect, belonging, equality and achievement in which pupils and staff feel safe, valued and able to contribute.
- Be a visible, approachable and credible leader who builds trusted relationships with pupils, staff, families, governors and the wider community.
- Keep abreast of relevant local and national developments and translate these into proportionate, evidence-informed action within the school context.
- Set clear strategic objectives and ensure that school priorities are understood, implemented, monitored and evaluated.

2. Quality of education, curriculum, teaching and assessment

- Lead the quality of education so that teaching is consistently effective and all pupils receive an ambitious, well-sequenced and inclusive curriculum.
- Ensure secure leadership of the full primary phase, including the Early Years Foundation Stage, and that statutory curriculum requirements are met.
- Ensure strong foundations in communication, reading, literacy and mathematics, while maintaining appropriate breadth, creativity, enrichment and opportunities for outdoor learning.
- Ensure appropriate provision for religious education, pupils' spiritual, moral, social and cultural development and collective worship, in line with applicable statutory and Trust requirements.
- Ensure curriculum and teaching are adapted effectively so that pupils with SEND, disadvantaged pupils and other vulnerable groups can access learning and achieve well.
- Ensure assessment is accurate, purposeful and proportionate and that internal and external information is used intelligently to evaluate standards, identify priorities and improve teaching and learning.
- Monitor, review and evaluate curriculum implementation and the quality of teaching, acting promptly where standards fall below expectations.
- Undertake teaching where reasonably required in accordance with the STPCD and the needs of the school.

3. Pupils, behaviour, attendance, safeguarding and inclusion

- Secure high expectations for behaviour, attendance and punctuality through clear, fair and consistently applied systems.
- Ensure the school is calm, safe and orderly and that behaviour practice reflects safeguarding, inclusion and pupils' individual needs.
- Promote pupils' welfare, personal development, resilience, confidence and readiness to learn, working effectively with families and external agencies where appropriate.
- Champion the entitlement of pupils with SEND and additional needs, including pupils accessing specialist provision, to high expectations, appropriate support and full participation in school life.
- Create and sustain a strong safeguarding culture in which the welfare and best interests of children are paramount, and safeguarding is understood as everyone's responsibility.
- Ensure the school fulfils its statutory safeguarding duties and Trust requirements, including implementation of current Keeping Children Safe in Education and the Trust Safeguarding and Child Protection Policy.
- Ensure effective safeguarding leadership arrangements are in place, including appropriate DSL capacity, training, supervision, escalation and oversight.

- Ensure safer recruitment requirements are followed, required pre-employment checks are completed, and the Single Central Record is subject to appropriate management assurance.
- Ensure concerns or allegations relating to adults working with children are managed promptly in accordance with statutory guidance and Trust procedures.

4. Staff leadership, professional development and accountability

- Lead, motivate, deploy and develop teaching and support staff effectively, promoting teamwork, professional trust and shared responsibility for pupil outcomes.
- Manage recruitment and appointment processes within delegated authority and in accordance with the Trust's safer recruitment requirements.
- Ensure rigorous, fair and transparent appraisal and performance-management arrangements are in place, recognising strong practice, supporting improvement and addressing underperformance appropriately.
- Identify and promote staff training and professional development needs, ensuring professional learning is linked to school priorities and has measurable impact.
- Hold staff to account for professional conduct and practice while promoting sustainable working, staff wellbeing and high professional standards.
- Build leadership capacity and succession through coaching, delegation, talent development and meaningful opportunities for staff to lead.

5. School improvement, evaluation and accountability for outcomes

- Lead accurate and honest self-evaluation using a balanced range of evidence, including pupil outcomes, curriculum quality, attendance, behaviour, safeguarding, stakeholder feedback and internal and external data.
- Develop, implement, monitor and evaluate a focused School Improvement Plan aligned with Trust priorities, with clear milestones, responsibilities and measures of impact.
- Lead and sustain whole-school improvement and organisational change, evaluating implementation and adapting strategy where evidence shows this is required.
- Promote high standards of individual pupil and whole-school achievement, recognising difference, tackling disadvantage and maintaining high expectations for all groups.
- Ensure the school is well prepared for external review and inspection through strong day-to-day practice, accurate self-evaluation and effective quality assurance rather than short-term compliance activity.
- Report openly on strengths, risks, progress and areas requiring further action, ensuring that improvement activity leads to sustained impact.

6. Organisation, finance, resources and compliance

- Ensure the school's systems, organisation and processes are well considered, efficient, transparent and fit for purpose.
- Lead strategic, curriculum-led financial planning and deploy staff, time, budgets and other resources equitably and effectively to achieve educational priorities and demonstrate value for money.
- Manage the school within approved budgets, Trust financial controls and delegated authorities, identifying financial or operational risks at an early stage and escalating appropriately.
- Ensure the school meets relevant legal and Trust requirements relating to health and safety, premises, risk management, business continuity, emergency planning, data protection, information security and record retention.

- Ensure confidential information is handled appropriately and that staff understand their responsibilities for data security, confidentiality and the lawful use of information.
- Work effectively with Trust central services, using Trust-wide systems and expertise and avoiding unnecessary duplication of central functions.

7. Governance, Trust accountability and community partnership

- Be accountable to the Trust Board through the CEO and work constructively with the Local Governing Body within the Trust's Scheme of Delegation.
- Provide the CEO, Trustees and Governors with accurate, timely and appropriately challenging information so that they can fulfil their governance, assurance and accountability responsibilities.
- Welcome strong governance, respond constructively to challenge and ensure decisions made within delegated authority are implemented effectively.
- Work collaboratively with other Headteachers and leaders across Eden Learning Trust, sharing expertise, contributing to Trust-wide improvement and supporting collective responsibility for pupils across the Trust.
- Develop the school's role at the heart of its community and build productive partnerships with parents, carers, the local authority, health and social care, other schools, community organisations and external agencies.
- Promote an outward-facing culture that learns from others, shares effective practice and strengthens opportunities for pupils and staff.

8. Professional responsibilities and continuing development

- Carry out the professional duties of a Headteacher in accordance with the current STPCD where applicable and as adopted by the Trust.
- Act consistently with the Headteachers' Standards 2020, Teachers' Standards, current statutory guidance, Trust policies and the Seven Principles of Public Life.
- Maintain up-to-date professional knowledge and take responsibility for ongoing leadership development, reflective practice and professional learning.
- Promote equality of opportunity and ensure the school's practices do not unlawfully discriminate and actively support inclusion and belonging.
- Ensure communication with pupils, staff, families, governance and external stakeholders is clear, timely, respectful and appropriate.
- Undertake any other reasonable duties commensurate with the professional status and level of responsibility of the post. Material changes to the role will be considered through the appropriate Trust process.

Additional information

- This job description should be read alongside the Trust's Recruitment, Selection and Safer Recruitment Policy, Safeguarding and Child Protection Policy, Staff Code of Conduct, Scheme of Delegation, Pay Policy and relevant employment policies.
- The job description describes the principal responsibilities of the post at the point of recruitment and may be reviewed periodically to reflect statutory requirements, the needs of the school and Trust operating arrangements.
- Appointment is subject to satisfactory completion of all applicable safer recruitment and pre-employment checks.