 **Job title: HEADTEACHER**

 **Group 2 ISR L15 – L21 (£55,049 to £63,779)**

**School**

 **HEADTEACHER JOB DESCRIPTION**

**INTRODUCTION**

*The term school is used throughout this document to mean all Catholic schools including maintained schools and academies.*

The school has been designated by the Secretary of State as a school with a religious character. Its Instrument of Governance 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 Middlesbrough. 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 Board of Directors under the school under the terms of the Catholic Education Service contract signed with the Local 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 Board of Directors, Local Management Board, the Diocese, the Local Education Authority, the staff of the school, the parents of its pupils, the parish 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 (January 2015).

The Board of Directors, Local Management Board 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 Board of Directors, Local Management Board and the Diocese are committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undertake a Disclosure and Barring Service check (DBS)**

**National Standards of Excellence for Headteachers (2015)**

**Purpose**

The *National Standards of Excellence for Headteachers* (2015) define high standards which are applicable to all headteacher roles within a self-improving school system. These standards are designed to inspire public confidence in headteachers, raise aspirations, secure high academic standards in the nation’s schools, and empower the teaching profession.

The strategic direction and development of the school stem from the educational mission of the Church. The head teacher will ensure that his/her leadership demonstrates commitment to promoting and developing the school’s distinctive Catholic identity through the search for excellence in all areas of its work.

The context for head teachers changes constantly. In most contexts, a head teacher has led one school; in some settings headteachers are responsible for leading more than one school. Job titles are various - including principal, executive, associate and co-head teacher – as are the governance arrangements to which headteachers are accountable.

These standards are intended as *guidance* to underpin best practice, whatever the particular job description of the headteacher. They are to be interpreted in the context of each individual headteacher and school, and designed to be relevant to all head teachers, irrespective of length of service in post.

**The role of the Catholic head teacher**

Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. The strategic direction and development of the school stem from the educational mission of the Church. The headteacher will ensure that his/her leadership demonstrates commitment to promoting and developing the school’s distinctive Catholic identity through the search for excellence in all areas of its work.

Their leadership has a decisive impact on the quality of teaching and pupils’ achievements in the nation’s classrooms. In a Catholic school the headteacher leads a learning community rooted in Christian belief and principles. The search for excellence is given expression in learning and teaching which recognise pupils’ individual worth as made in the image and likeness of God. The headteacher will lead the school community in promoting positive attitudes to learning amongst pupils and staff which stem from Christ’s vision for humanity.

Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. In a Catholic school the headteacher’s leadership should take Christ as its inspiration. His/her relationships with pupils, parents/carers, governors and staff should demonstrate a belief in their unique contribution as individuals, valued and loved by God. He/she will recognise and act upon his/her own potential for growth and that of others.

The management of a Catholic school should be clearly influenced by the Gospel message and Church teaching. In particular, it should be a place where Christian principles such as justice, truth, respect and reconciliation are at the heart of its life and work. The headteacher is responsible for ensuring that such principles are priorities for the school and are evident in its organisation and management.

They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. In a Catholic school the headteacher is responsible for the mission of the school to the local and wider Catholic community and beyond. He/she will collaborate with the parish and other Catholic organisations, as well as with the wider educational system, for the benefit of his/her own community and others. He/she will demonstrate a belief that community and school are interdependent and that engagement with the community promotes school development.

Headteachers, together with those responsible for governance, are guardians of the nation’s schools. In a Catholic school the headteacher fulfils his or her responsibilities in accordance with the Instrument of Government/ Articles of Association. He/she supports the governing body in fulfilling its responsibilities to the Diocese under Canon Law as well as in accordance with national legislation. The headteacher accounts to the governing body, parents/carers and the school community for the fulfilment of the school’s Catholic mission and its educational success.

**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. Work within the school and with the parish to hold and articulate clear values and moral purpose, which takes account of the school’s Catholic mission 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. Ensure high quality provision for the academic, spiritual, moral, social, emotional and cultural well-being of all pupils and families.

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 required to treat all people fairly, equitably, and with dignity and respect. Inspire, encourage and support staff 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 school system**

*Headteachers:*

1. Lead outward-facing schools which work with other schools and organisations - in a climate of mutual challenge – where each pupil is championed to ensure they secure their unique potential and achieve excellence

2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic, spiritual, moral, social, emotional and cultural 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 profession 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.

**Person Specification**

**TEACHER CRITERIA FOR APPOINTMENT**

*(A framework for determining the criteria)*

*Please note source of evidence of fulfilled criteria:*

*Application Form - A Letter – L References – R Interview - I*

**TRAINING AND QUALIFICATIONS**

|  |  |  |
| --- | --- | --- |
|  | **Essential or Desirable** | **Evidence** |
| Practising Catholic | E | R |
| Qualified teacher status | E | A |
| Degree | E | A |
| Meets the requirements re: the National Professional Qualification for Headship  | D | A |
| CCRS/CTC or commitment to obtain the certificate | D  | A |
| Professional development undertaken (or a commitment to undertake) in preparation for headship to a Catholic Primary School | D | A/L/R |

**EXPERIENCE OF TEACHING AND EDUCATIONAL LEADERSHIP**

|  |  |  |
| --- | --- | --- |
|   | **Essential or Desirable** | **Evidence** |
| Experience of Primary Leadership  | E | A/L |

**PROFESSIONAL KNOWLEDGE AND UNDERSTANDING**

*[Compiled with reference to the National Standards 2015]*

The successful candidate will be able to demonstrate skill, knowledge and understanding in the areas listed below:

|  |  |  |
| --- | --- | --- |
|  | **Essential or Desirable** | **Evidence** |
| **A distinctive personal vision for a Catholic school** |   |  |
| * A clear vision for an effective Catholic primary school
 | E | A/I |
| * The role of the headteacher in leading the spiritual development of pupils and staff
 | E | I |
| * The central place of Religious Education as a core subject in the school’s curriculum;
 | E | I |
| * The implications for a Catholic school in a diverse community;
 | E | I |
| * Current educational issues, including national policies, priorities and legislation and any implications of these for Catholic schools;
 | E | I |
| * The role of Governance in a Primary Catholic Voluntary Aided school;
 | E | I |
| * Strategies and procedures to ensure the safeguarding of children and young people;
 | E | A/I |
| * Strategies for strengthening a school’s link with the wider community including parents, carers and parish;
 | E | A/I |
| * The partnership between the school and the parish community;
 | E | I |
| * Leading Collective Worship;
* Demanding 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;
* Secure excellent teaching based on an analytical understanding of how pupils learn leading to rich curriculum opportunities;
* Establishing an educational culture of open classrooms sharing best practice within and between schools;
* Effective use of relevant educational research and robust data analysis;
 | EEEEEE | IIIIII |
| **The process of strategic planning for school improvement** | E |  |
| * The principles and practice of effective school self-evaluation including data analysis;
 | A/I |
| * The principles and practice of effective teaching, learning and assessment;
 | E | I |
| * Strategies to promote and sustain individual and team professional development;
* Commitment to creating outward facing schools which work with other schools and organisations to challenge and champion best practice;
* Build effective relationships with colleagues in other public services to improve academic, spiritual, moral, social, emotional and cultural outcomes for all pupils;
* Challenge educational orthodoxies in the best interests of achieving excellence;
* Harnessing the findings of well evidenced research to move the school forward;
* Shape the current and future quality of teachers through high quality training and sustained professional development leading to clear succession planning;
* Model entrepreneurial and innovative approaches to school improvement, leadership and governance.
 | EEEDDEE | IIIII/AII/AI/A |

**PERSONAL AND PROFESSIONAL QUALITIES AND ATTRIBUTES**

The successful candidate will be able to provide evidence of personal capacity to:-

|  |  |  |
| --- | --- | --- |
|  | **Essential or Desirable** | **Evidence** |
| Communicate effectively to a range of audiences and in a range of media  | E | I |
| An understanding of school finance systems and a commitment to securing best value from all school funding.  | D | A/I |
| Build and maintain effective relationships* Prioritise, plan and organise themselves and others
* Seek and take account of the views of others
* Develop effective teamwork
* Be willing to work in partnership with other schools and agencies
* Maintain a healthy work/life balance
 | EEEEE | A/IA/IA/IA/IA/I |
| Convey personal enthusiasm and commitment  | E | I |

**APPLICATION FORM AND LETTER**

|  |  |  |
| --- | --- | --- |
|  | **Essential or Desirable** | **Evidence** |
| Application form to be completed in full and legibly using CES application form | E | A |
| Supporting statement to be clear, concise and related to the specific post and appointment criteria  | E | L |

**CONFIDENTIAL REFERENCES AND REPORTS**

|  |  |  |
| --- | --- | --- |
|  A positive and supportive written faith reference from a priest where the applicant regularly worships. | E | R |
| A positive recommendation from current employer or Headteacher | E | R |
| A second professional reference | E | R |

**Key Information**

Key contacts

We warmly welcome any visits to school by interested candidates. These can be arranged by contacting the Mrs S Jones, School Business manager on 01642 315538

Please return your completed application with the recruitment monitoring form and rehabilitation of offenders form to:

FAO : Mrs N L Jamalizadeh

Marked: Application for position of Headteacher

 St Gabriel’s Primary Academy,

 Allendale Rd,

 Middlesbrough,

 TS7 9LF

Or email

njamalizadeh@stoswalds.org

Key dates for applicants:

Closing date: 12 Noon, Friday 15th September 2017
Shortlisting: Tuesday 19th September 2017
Interviews: Week of 24th September, 2017

Thank you for your interest in the post of Headteacher at St. Gabriel’s Primary Academy. We look forward to receiving your application.