

JOB TITLE: Headteacher

ACCOUNTABLE TO: CEO and the local governing body

RESPONSIBLE FOR: All staff and students in the school

DATE: 2nd December 2019

Key requirements and accountabilities:

<p>School Background</p>	<p>Norbury Manor Business and Enterprise College for Girls is an all-girls 11-19 school in north Croydon. The academy has approximately 1,200 students (including 150 students in the sixth form) and an above-average proportion of students who qualify for pupil premium funding and EAL classification. The academy was last inspected in March 2017 and was graded as Good.</p>
<p>Qualities and Knowledge</p>	<p>Hold and articulate clear values and moral purpose, focused on providing an ambitious world class education for the students.</p> <p>Demonstrate optimistic personal behaviour, positive relationships and attitudes towards your students and staff; parents; trustees; governors; and members of the local community.</p> <p>Lead by example with integrity, creativity, resilience, and clarity, drawing on scholarship, expertise and skills, and that/those of others.</p> <p>Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.</p> <p>Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.</p> <p>Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.</p>
<p>Students and Staff</p>	<p>Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.</p> <p>Create a culture and curriculum which takes account of the richness and diversity of the school's community.</p> <p>Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' wellbeing.</p> <p>Establish an educational culture of 'open classrooms' as a basis for</p>



	<p>sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.</p> <p>Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.</p> <p>Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.</p> <p>Hold all staff to account for their professional conduct and practice.</p>
<p>Systems and Processes</p>	<p>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.</p> <p>Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.</p> <p>Take responsibility for promoting and safeguarding the welfare of children and young people within the school.</p> <p>Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve, recognising and valuing excellent practice.</p> <p>Welcome strong governance and actively support the Trust Board and the Local Governing Body in understanding their roles and delivering their functions effectively, particularly in relation to setting school strategy.</p> <p>Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.</p> <p>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.</p>
<p>The Self-improving School System</p>	<p>Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.</p> <p>Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.</p> <p>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.</p> <p>Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.</p> <p>Model entrepreneurial and innovative approaches to school</p>



	improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
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	Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
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The Headteacher may also be required to undertake other reasonable duties as may be requested by the Local Governing Body from time to time.

This job description is subject to the general conditions of service for a Headteacher as set out in the School Teachers' Pay and Condition Document. The job description is based on the National Standards of Excellence for Headteachers.



Person Specification

The person specification shows the abilities and skills you will need to carry out the duties in the job profile. You should indicate clearly how you meet these requirements with examples of impact when you fill in your application form and supporting statement.

The letters in the final column indicate in which element of the recruitment and selection procedure the evidence is intended to be collected although it is recognised that at times these may overlap.

A Application Form SS Supporting Statement I Interview days

	Qualifications and experience	Assessment Method
1.	Qualified Teacher Status or Qualified Teacher Learning and Skills (QTS or QTLS) (with degree level education or equivalent). <i>Desirable:</i> National Professional Qualification for Headship (or working towards this) or evidence of other successful post-graduate study (e.g. MA in Education).	A
2.	Proven recent senior leadership experience in a relevant sector school.	A
3.	Proven excellent and inspirational teaching relevant to sector.	A,I
4.	Relevant experience of working with children with a wide range of special needs.	A,I
5.	Experience and understanding of managing people, budgets and IT in relation to its effective use in the curriculum.	A,SS,I
	Knowledge and skills	
	Leadership and Management	
1.	The ability to develop and communicate a clear vision for the future development of the school in consultation with stakeholders.	I
2.	To have an up-to-date understanding of national policy, curriculum developments, and statutory and legal frameworks within which schools operate, including the Ofsted Inspection framework and safeguarding practices and procedures.	SS,I
3.	The ability to lead, motivate and inspire others and manage people to work as individuals and as part of a team. To provide professional leadership, motivate staff, set standards and engender initiative and a common purpose.	SS,I
4.	The ability to initiate and manage change to meet the school's strategic objectives.	I
5.	The ability to lead the development, planning, monitoring and evaluation process.	I
6.	The ability to manage and plan strategically the use of financial and other resources to achieve the school's objectives.	SS,I

7.	The ability to plan, prioritise and delegate responsibilities according to both the long term and day-to-day needs of the school, monitor their implementation and ensure feedback on their effectiveness.	SS,I
8.	The ability to identify and evaluate data critical to the assessment of the school's performance and take appropriate action.	SS,I
9.	The ability to maintain good behaviour and discipline to support children's learning and social development.	SS,I
10.	The ability to communicate effectively in writing and orally to a range of audiences.	SS,I
Management of Teaching, Learning and Assessment		
1.	Demonstrate a sound understanding of child development and learning.	A,SS,I
2.	Demonstrate an understanding of the principles of excellence in teaching, learning and assessment, competently using ICT to provide continuous monitoring.	A,SS,I
3.	Demonstrate a thorough understanding of the teaching skills required to achieve high standards and experience of raising pupil attainment and ensuring strong pupil progress.	A,SS,I
4.	Demonstrate an ability to monitor and evaluate the quality of teaching, learning and assessment with a demonstrable impact on improving students' outcomes.	I
5.	Demonstrate a very good knowledge and understanding of how to provide a broad and balanced education and the widest range of opportunities for all students, including SEND and disadvantaged children, to enable them to achieve their full potential.	I
Building Partnerships and Developing Self and Others		
1.	The ability to lead and motivate colleagues including performance management and continuous professional development (CPD).	SS,I
2.	The ability to work in partnership with Trustees, Governors, the LA, other schools and organisations.	SS,I
3.	The proven ability to work in partnership with all families to involve them in the education of their children.	SS,I
4.	The proven ability to involve all students in their education and learning.	SS,I
5.	Up-to-date knowledge and understanding of current developments in education, including evidence of commitment to recent CPD.	A,SS
6.	The ability to drive performance whilst effectively challenge underperformance.	A,SS,I

Managing the School		
1.	The ability to be accountable to the CEO, Trust Board and Local Governing Body for decisions taken affecting students, staff and the wider community.	I
2.	The ability to promote good staff and parent relationships and deal sensitively with people and any conflicts.	SS,I
3.	Undertake whole school self-evaluation and performance monitoring using all data available (including local and national standards) to rigorously analyse performance.	SS,I
4.	Commitment to safeguarding children and ensuring all members of the community share that commitment.	A,SS,I

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an enhanced Disclosure and Barring Service check.

