

Job Description

ROLE TITLE	Headteacher
CONTRACTED HOURS	Full time
LOCATION	Glemsford Primary Academy
GRADE / SCALE POINT – SALARY	L12-L18
PENSION SCHEME	TPS
REPORTING TO	Director of Education (Primary)
RESPONSIBLE FOR	To deliver and sustain educational excellence in teaching and learning throughout the school and more widely as part of the Trust's Senior Leadership Team, through a range of leadership strategies.

INTRODUCTION

Unity Schools Partnership is a partnership of schools at the heart of our communities, working together so every child is known, included and receives a brilliant education that prepares them for a life of empowerment, fulfilment and success.

Our schools aim to be places where children belong, enjoy learning and develop the confidence, knowledge and fluency they need for the next stage of life. We want all pupils, regardless of starting point, to flourish as kind, confident citizens who celebrate difference and achieve beyond reasonable expectations. Teaching is informed by evidence, expert subject knowledge and a strong curriculum, so that pupils make progress every day.

Our staff know their work matters. We nurture ambition through clear pathways, high-quality professional development and opportunities to grow, lead and extend their impact across the Trust. Rooted in civic responsibility and inclusion, our leaders work with others to remove barriers, address inequity and improve life chances for children and families. We collaborate deliberately, innovating and sharing practice for the benefit of pupils within our schools and beyond. Our staff brings the Trust's values of Integrity, Inclusion and Kindness to life through the way we work with pupils, families, colleagues and communities, ensuring they are visible in our decisions, relationships and everyday practice.

INTEGRITY

INCLUSION

KINDNESS

The Trust's ambition is for its schools to become routinely strong over the next three years, underpinned by high performance, strong collaboration and the capacity to support improvement across the wider education system.

CORE JOB PURPOSE

To provide strategic, professional and operational leadership for the school, ensuring that every child is known, included and able to receive a brilliant education that prepares them for a life of empowerment, fulfilment and success.

The Headteacher will lead the school as a place where children belong, enjoy learning and develop the confidence, knowledge and fluency they need for the next stage of life. They will secure high standards of education, inclusion, safeguarding, pupil achievement and personal development, so that all pupils flourish as kind, confident citizens who celebrate difference and achieve beyond reasonable expectations.

The postholder will lead school improvement, the consistent implementation of the Unity Code for teaching and learning, curriculum quality, professional growth and strong collaboration, working with pupils, families, staff, governors, the local community and colleagues across Unity Schools Partnership to remove barriers, address inequity and improve life chances.

As a member of the Trust's Senior Leadership Team, the postholder will contribute to the Trust's ambition for routinely strong schools, bringing the values of Integrity, Inclusion and Kindness to life through decisions, relationships and everyday practice.

KEY RESPONSIBILITIES

Strategic Development

1. Challenge educational under-achievement and inspire children to reach their full potential, unlocking opportunity, removing barriers to aspiration and ensuring that all pupils succeed regardless of starting point.
2. Establish and develop the school as a centre of educational excellence and success, rooted in its community and strengthened through positive partnerships with pupils, parents, carers, governors, local communities and schools across the Trust and beyond.
3. Lead the organisational and educational change necessary to secure sustained improvement and support the Trust's ambition for routinely strong schools.
4. Continuously develop the physical environment and facilities of the school so that they provide a positive, welcoming, inclusive and safe environment for learning.
5. Take overall management responsibility for all resources, including administration, finance administration, maintenance, catering and cleaning, ensuring they are used effectively in the best interests of pupils.

6. Report regularly, as required, to the Governing Body and undertake all responsibilities detailed in the Trust's scheme of delegation.
7. Actively participate as a member of the Trust's Senior Leadership Team, contributing to the wider development, collaboration and civic responsibility of the Trust.
8. Implement and monitor the operation of policies and procedures so they support the school's strategic development and reflect the Trust's values of Integrity, Inclusion and Kindness.
9. Implement and maintain the school's improvement plan and self-evaluation procedures, using evidence to identify priorities, evaluate impact and secure continual improvement.
10. Develop and implement a clear and progressive staffing strategy that nurtures ambition, supports professional growth and enables staff to extend their impact within the school and across the Trust.
11. Instil a culture of common accountability in all staff for pupil performance, attainment, inclusion, wellbeing and personal development.
12. Ensure all statutory, safeguarding, governance and Trust requirements are met.

Teaching and Learning

1. Lead the consistent implementation of CUSP and Unity Code for teaching and learning, ensuring evidence-informed practice, expert subject knowledge and a broad, balanced, ambitious and stimulating curriculum shape the everyday experience of pupils.
2. Provide a strong foundation for pupils' learning and monitor progress carefully so that pupils make progress every day and are prepared well for the next stage of life.
3. Ensure a wide range of activities for pupils that build confidence, raise aspiration, increase self-belief and help them flourish as kind, confident citizens.
4. Encourage and promote the highly effective, evidence-based use of technology to support teaching and learning through the Trust's iLearn strategy.
5. Recognise and celebrate the distinctive nature of the school by encouraging a wide range of enrichment activities and ensuring that traditions are respected.
6. Provide a safe, healthy and inclusive environment in which pupils' wellbeing and welfare are nurtured.
7. Foster a lively, welcoming and inclusive ambience in which high standards of behaviour encourage learning, belonging and social development.
8. Report each term on the school's educational performance to the Governing Body.

Leading and Managing Staff

1. Take overall operational responsibility for the leadership, internal organisation, management and daily running of the school.
2. Oversee recruitment and selection of teaching and support staff to meet the short and longer-term needs of the school and its pupils.
3. Maximise the contribution of all staff to improving the quality of education provided and standards achieved through the development and effective implementation of staff policies, procedures and working practices.
4. Manage effectively the deployment, appraisal, performance and development of all staff through high-quality professional development aligned to the priorities in the school improvement plan.
5. Exercise the school's duty of care regarding staff welfare, promoting a culture where staff know their work matters and feel supported to grow, lead and contribute.
6. Promote, encourage and support initiative, collaboration and team working, both within the school and more widely with other schools across the Trust, sharing practice for the benefit of pupils within and beyond the school.

Financial Management

1. Work with the Trust's finance team to advise the Governing Body on the formulation of the annual budget in order to ensure that the school secures its objectives and uses resources effectively to improve outcomes for pupils.
2. Plan, manage and monitor the curriculum within the agreed budget, setting appropriate priorities for expenditure, allocating funds and ensuring effective administrative control.

Site and Premises Management

1. Manage and organise the accommodation efficiently and effectively so that it meets the needs of the curriculum and health and safety requirements.
2. Ensure that the allocation and use of accommodation and resources provides a positive, inclusive and welcoming learning environment that promotes the highest achievements.

Communications and Partnerships

1. Ensure that parents, carers and pupils are well informed about curriculum, attainment and progress and are able to understand targets for improvement.
2. Develop and sustain positive working partnerships with parents and carers, promoting trust, inclusion and shared responsibility for pupils' success.
3. Develop and encourage good relations between the school and the local community, reflecting the Trust's civic responsibility and commitment to improving life chances for children and families.

4. Work effectively with all external agencies to remove barriers, address inequity and support pupils and families.

ROLE INTERFACES

- Director of Education (Primary), Chief Education Officer (Mainstream), Trust leaders and school improvement colleagues, to provide strategic leadership, secure school improvement priorities, and contribute to the Trust's wider ambition for routinely strong schools.
- Governors and the local governing body, to ensure effective accountability, transparent reporting, strong governance and alignment with the Trust's scheme of delegation.
- School senior leaders, teaching and support staff, to build leadership capacity, sustain high standards, strengthen professional growth and secure consistent delivery of the school's improvement priorities.
- Central Trust colleagues including education, safeguarding, SEND, inclusion, finance, HR, estates, governance, data and communications teams, to align school leadership with Trust policy, statutory requirements, operational priorities and pupil support.
- Pupils, parents, carers and the local community, to promote belonging, confidence, high expectations, effective communication and shared responsibility for pupils' success.
- Local authority services, safeguarding partners and other external agencies, where required, to remove barriers, address vulnerability, support families and ensure appropriate escalation and coordinated practice.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young people at all times. You will be responsible for promoting and safeguarding the welfare of all children with whom you come into contact, in accordance with the Trust's and schools' safeguarding policies.

The postholder must recognise that poor attendance can be an indicator of vulnerability and risk, and must ensure that attendance guidance, quality assurance and school-level support reinforce timely safeguarding action, appropriate escalation and close working with pastoral and safeguarding colleagues.

The role requires regular engagement with schools and external agencies and requires the postholder to maintain professional boundaries, accurate oversight records and safe working practices at all times.

The post holder is required to hold a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos, values and reputation of the Trust and its schools.
2. Participate in training, professional development and performance review as required.
3. Maintain high standards of professionalism, tact and diplomacy in dealings with pupils, parents, staff, governors, partners, media contacts and visitors.
4. Maintain confidentiality and exercise discretion in relation to sensitive information, safeguarding matters and the Trust's business at all times.
5. Act as an ambassador for the Trust within local communities and beyond, promoting a positive and professional image.
6. Undertake any other reasonable duties commensurate with the grade of the post, as requested by the line manager.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	First degree / training certificate. Qualified Teacher Status. Recent professional development relevant to a senior leadership role in an educational setting.	NPQH, or working towards.
Experience and knowledge	A proven track record in achieving the highest standards of attainment and progress for all groups of pupils within a primary school context. Proven leadership and management experience and expertise at senior management level, including primary curriculum development, policy development, school improvement planning, performance management and	Successful leadership of strategic initiatives in a primary school setting. Relevant experience in more than one school. Successful and varied teaching experience across the primary phase / key stages.

	working in partnership with parents and external agencies. Strong understanding of primary education, including curriculum, pedagogy, assessment, inclusion, safeguarding and the development needs of primary-aged pupils. Evidence of experience in key characteristics of leadership in primary education, including making considered decisions and taking responsibility for outcomes; delegating and sharing leadership; and encouraging, supporting and motivating pupils, staff and parents. Experience of challenging, influencing and motivating others to attain high goals. Record of successfully implementing initiatives to raise standards. Experience of analysing and using primary school performance data. Current knowledge of teaching technologies, their use, implementation and impact.	Understanding of EYFS and primary curriculum progression, where relevant. Relevant financial experience. Ability to work at the head of, and in the midst of, a staff team. Experience of working within a Multi-Academy Trust. Knowledge of the educational research body and ‘what works’ in teaching and learning.
Key skills and attributes	Resilience, with the ability to bounce back from adversity. Self-awareness, self-control and problem-solving skills. Understanding of SEND. Commitment to educational provision of the highest quality. Evidence of commitment to lifelong learning. Ability to communicate effectively with a wide range of people. Good interpersonal skills. Ability to work under pressure and to time and targets. Ability to prioritise and delegate appropriately, while knowing when to accept support from others, including colleagues and governors. Ability to	Counselling and mediation skills.

	develop and maintain good working relationships. Commitment to maintaining the school's current identity within the overall ethos and values of the Trust. Evidence of commitment to model the school's core values. Experience in delivering strategies which encourage parents and carers to support their children's learning. Evidence of commitment to involving parents and the community in supporting the learning of children and in defining and realising the school's vision. Proven ability to think creatively and bring fresh ideas to a school that is already achieving high standards.	
Other qualities	Proven ability to deliver strategies which encourage parents and carers to support their children's learning. Commitment to involving parents and the community in supporting the learning of children and in defining and realising the school's vision.	

Deputy Designated Safeguarding Lead – job description (appended to the Headteacher's Job Description)

Deputy Designated Safeguarding Leads work with the Designated Safeguarding Lead (DSL) to ensure there is a robust safeguarding culture in the school, which keeps children safe. At the direction of the DSL, or if the DSL is unavailable, a deputy DSL may fulfil the functions of the DSL, which are outlined below.

Deputy Designated Safeguarding Leads should be trained to the same standard as the DSL. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL, this lead responsibility should not be delegated.

Manage referrals

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;

- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four of Keeping Children Safe in Education) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, SENCOs, and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

Deputy designated safeguarding leads should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. Training should provide deputy designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the trust’s safeguarding policy and the school’s child protection procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;

- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

- ensure the trust's safeguarding policy and the school's child protection procedures are known, understood and used appropriately;
- ensure the school's child protection procedures are reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the local governing body regarding this;
- ensure the trust's safeguarding policy and the school's child protection procedures are available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child protection file

Where children leave the school (including for in-year transfers) the DSL should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as DSLs and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the DSL, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.