



**The
Ongar
Academy**



Post title:	Headteacher– The Ongar Academy
Pay range:	Leadership L24-L28
Reporting to:	CEO; Director of Secondary Education
Line manager:	Director of Secondary Education

JOB DESCRIPTION - HEADTEACHER

Core purpose

- Take the lead role on working with the local governors to develop a collaborative vision, which embraces excellence, high standards and inclusion. Translate the vision into a development plan and implement it successfully.
 - Secure excellent teaching to achieve high standards of learning and attainment across the age-related phase, including preparation for further education.
 - Hold all staff to account for their professional conduct and practice.
 - Ensure inclusion, diversity and accessibility.
 - Lead by example to foster an open, transparent and equitable culture.
 - Be responsible for the internal organisation, management and control of the School.
 - Manage school finances and resources astutely to maximise their use and value.
 - Develop and sustain effective relationships with local governors and trustees, to ensure effective governance, and the discharge of governing board responsibilities.
 - Build, develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of all pupils.
 - Create an outward-facing school to work with other trust schools (& beyond), organisations and other partners to champion good practice
 - Uphold the highest standards of professional and business ethics, and support the trust in ensuring that this impacts all aspects of the school decision making processes.
 - Keep children safe and support the trust to implement and oversee the highest possible standards of child protection, Prevent strategies and safeguarding throughout the school.
 - Represent the school at relevant panels, working groups and meetings as required by the trust.
 - Undertake other duties and responsibilities as is reasonably directed by the Director of Secondary Education or CEO.
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Duties and responsibilities

Qualities and knowledge:

- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue CPD.
- Work with political and financial astuteness, within a clear set of principles centred on the trust's vision, ably translating local and national policy into the school's context.
- Work to the Key Performance Indicators as agreed by the trust.
- Communicate the trust's vision in a compelling way and drive the strategic leadership, empowering all pupils and staff to excel.
- To be a positive ambassador for the trust.

Pupils and staff:

- 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.
- 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' wellbeing.
- Establish an educational culture of 'open classrooms' as a basis for sharing good practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

Systems and process:

- Ensure that the school's systems, policies, organisation and processes are well considered, efficient, implemented and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing exemplary behaviour in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governors to understand their role and deliver their functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance, and safety.

- 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.
- 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.

The self-improving school system:

- Create an outward-facing school which works with other schools, especially those within Bridge Academy Trust, and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
 - Ensure all staff fully contribute and engage in trust-wide networks, and meetings where required.
 - Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
 - Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame a self-regulating and self-improving the school.
 - Shape the current and future quality of the teaching profession through high-quality training and sustained professional development for all staff.
 - Model entrepreneurial and innovative approaches to school improvement, leadership and governance, and be confident of the vital contribution of internal and external accountability.
 - 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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PERSON SPECIFICATION - HEADTEACHER



Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Degree level qualification or equivalent • National professional qualification for headship (NPQH) – desired • Further relevant professional/academic study and evidence of CPD and knowledge of current issues in education • At least three years of proven strong, successful senior leadership and management experience in school, improving quality of teaching and learning.
Qualities and knowledge	<ul style="list-style-type: none"> • Hold and articulate clear values and moral purpose, focussing on providing high-quality education for all pupils. • Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, trustees and members of the local community. • Lead by example – with integrity, creativity, resilience, and clarity – drawing on your own scholarship, expertise and skills, and that of those around you. • Understand how to empower pupils and staff to excel. • Implement, manage and evaluate change in a collaborative way.
Pupils and staff	<ul style="list-style-type: none"> • Ability to raise standards, impacting positively on pupil attainment and teaching and learning. • Significant experience in evaluating and using data to plan and improve pupil performance. • A comprehensive understanding of potential barriers to learning for disadvantaged pupils. • A clear understanding of what makes good and outstanding teaching through a deep understanding of how pupils learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work. • A commitment to valuing, supporting and encouraging the professional development of all staff members. • A commitment to supporting and improving wellbeing of all stakeholders.
Systems and processes	<ul style="list-style-type: none"> • Working knowledge of age-related curriculums, and how to create and deliver an ambitious, wide curriculum offer. • Knowledge and understanding of approaches to school improvement, and experience of successful implementation of school development priorities. • An understanding of how to create whole community accountability systems and implement them with the support of the leadership team

	<ul style="list-style-type: none"> • Strong financial planning and management skills, with experience of making effective use of resources including evidence and research in order to make sound judgements against set criteria. • A clear understanding of and commitment to promoting and safeguarding the welfare of pupils. .
The self-improving school	<ul style="list-style-type: none"> • Ability to build and nurture a strong, positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school's improvement. • A commitment to building and maintaining effective and positive relationships with parents, carers, trustees, the wider community and other schools. • Ability to inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives. • Excellent communication skills and proven ability to listen to, understand and work effectively with all children, staff, trustees and parents. • The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.
Commitment	<ul style="list-style-type: none"> • Demonstrate full commitment to the following: <ul style="list-style-type: none"> ○ Equalities and the Equality Act 2010 ○ Promoting the trust vision and ethos ○ High ethical standards ○ Relating positively to and showing respect for all members of the trust and wider community ○ Ongoing relevant professional self-development ○ Safeguarding and child protection

