

Headteacher- Job Description

Accountable to: Trust Board

Core Purpose of the Headteacher

The Headteacher is accountable to the Wycombe High School Academies Trust (hereafter 'the Trust') for ensuring the educational success of Wycombe High School (hereafter 'the School') within the overall framework of the Trust's Strategic Plan, the School's Strategic Plan, relevant legislation, best practice and available resources. The Headteacher will:

- Drive and evolve the School's ethos and strategic direction together with the Trust Board and through consultation with the school community
- Effectively oversee and continuously review systems, process and policies to drive exceptional efficiency and effective ways of working
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the School's values
- Ensure all strategic solutions are effectively implemented with clear communications for staff and pupils
- Monitor progress towards achieving the School's aims and objectives, effectively challenging the management team and adjusting pace and actions as required
- Allocate financial resources appropriately, efficiently and effectively
- Uphold the Nolan Principles of public sector duty
- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Passionately serve in the best interests of the school's pupils

1. Strategic direction and development

- a. Develop and communicate a shared educational vision that expresses the core values of the School; is responsive to the needs of the local community, and motivates and inspires others.
- b. Work closely with all other appropriate key stakeholders to achieve this vision and secure their commitment to its enactment.
- c. Translate the vision into agreed objectives, operational and business plans, and develop appropriate mechanisms for regular monitoring and review.

2. Leading Curriculum, Learning, Teaching and Assessment

- a. Promote excellence in curriculum design, teaching and learning, ensuring a continuous and consistent schoolwide focus on students' achievement, attainment, behaviour and personal development (moral, spiritual, physical and social, as well as academic).
- b. Ensure that a high-quality educational experience is available for all children and young people who attend Wycombe High School.
- c. Establish creative and collaborative responses to personalising learning and improving teaching within the School.
- d. Drive innovation in education ensuring the school is able to respond to a changing external environment and that the skills, learning and aspirations of children and young people are developing and enhanced at all key stages.

- e. Determine curricula that are informed by current knowledge and best practice to develop the potential of all students and equip them for the demands of 21st century.
- f. Develop and implement strategies to ensure continuity of learning at all main points of transfer, in particular from the primary to secondary phase, and Year 1 to Sixth Form.
- g. Through a programme of innovation and excellence, ensure a broad and balanced curriculum that supports the needs of all students; and that attainment / achievement gaps across cohorts are narrowed.
- h. Encourage creative, responsive and effective approaches to learning and teaching.
- i. Monitor, evaluate and review classroom practice; celebrate and promote excellence; challenge under-performance at all levels and ensure appropriate action.
- j. Ensure that individual student progress is regularly assessed, recorded, reported and used to inform future teaching and intervention.
- k. Provide a range of extra-curricular activities which will maintain the reputation of the School for providing a broad and well-rounded education.
- l. Create a stimulating climate which will encourage all students to fulfil their potential, in the widest sense, take pride in their school and their learning and maintain a lifelong enthusiasm for learning and personal development.

3. Leadership of self and others

- a. Provide intelligent, professional, consistent and clear leadership for the School and its staff, ensuring the successful delivery of the vision, ethos, aims and objectives of the school.
- b. Set high standards and expectations for personal, student and staff behaviours and actions in support of the achievement of the school's intended outcomes.
- c. Ensure high standards of behaviour to support rapid progress.
- d. Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the school.
- e. Implement the Trust's performance management framework for teaching and support staff for the delivery of agreed outcomes and of high quality services through high quality people performance.
- f. Regularly review own practice, set personal targets and take responsibility for own development.
- g. Ensure that systems are in place to encourage all teaching and support staff to be similarly active in their personal and continuous professional development.
- h. Develop the capacity, through coaching and other appropriate means, of the educational leadership and management of the school: ensure sound middle leadership supports the senior team
- i. Develop an ethos which ensures regular involvement of stakeholders in school developments and encourage collaboration, innovation and individual and team creativity.
- j. Keep abreast of educational developments and best management practice in order to introduce appropriate innovation, whilst building on the best of the School's ethos and vision.

4. School ethos, culture and community

- a. Ensure a safeguarding culture
- b. Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- c. Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- d. Create effective means of communication to ensure that all sections of the School community (including parents) are kept informed about, consulted on, and have an understanding of the aims of the School, its policies, procedures and future direction.
- e. Create strong links and collaborative ways of working with all stakeholders including the wider community, the Trust, neighbouring schools and colleges, and feeder primaries.
- f. Work with other public and voluntary sector agencies, clubs and societies in the local community to develop extended services and enable the wider community to access knowledge, skills and learning opportunities.
- g. Work with the Trust Board support the achievement of locally determined educational priorities and initiatives.
- h. Build wider links to ensure that national, public service, social enterprise and international perspectives feature in the School's approach.
- i. Develop positive solutions to achieving diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.
- j. Create a culture where all members of the School community respect others and their physical surroundings.
- k. Provide appropriate systems of pastoral care to support the personal development of all students and create a caring climate in which self-confidence and social responsibility are encouraged.
- l. Ensure disadvantaged students, including SEND and PP, are supported and gaps are diminished.
- m. Promote a culture and practices that enables all pupils to access the curriculum
- n. Have ambitious expectations for all pupils with SEN and disabilities
- o. Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- p. Make sure the school fulfils statutory duties regarding the SEND Code of Practice.
- q. Develop amongst teaching staff an outward perspective and desire to contribute to the wider life of the School.

5. Leadership and Management of the School

- a. Deliver effective operational management for the delivery of education within the School's budget and in accordance with financial and organisational structures of the Trust.
- b. Work to, and report on, targets for achievement of the School and personal targets as agreed by the Trust Board

- c. Work within a defined organisation structure which enables effective and efficient ways of working and support the achievement of the School's objectives.
- d. Work with the Trust Board to manage all education resources within allocated budgets; actively seek opportunities for cost-improvements and ensure that 'value for money' is at the core of all financial activities.
- e. Within the School's strategic plan, recruit, deploy, develop and motivate a committed, effective and diverse education workforce whose members have a clear understanding of the vision of the School and of their personal role in enabling and promoting high quality learning.
- f. Work with the Trust Board and any other appropriate leaders to ensure that there are robust, reliable mechanisms for appropriate risk management in all School educational activities.
- g. Act in accordance with Trust policies and relevant legislation (and funding agencies) affecting the conduct of the School, particularly those governing health and safety matters and employment rights.
- h. Monitor and evaluate student and organisational progress to ensure that objectives are being achieved.

6. Supporting the work of the Trust

- a. Develop strong, positive relationships with Trustees; contribute to collaborative work; and support other staff in participating in Trust work.
- b. Participate in Trust and sector-wide activities in order to share best practice, contribute to the development of Trust strategies and policies and promote the School and the Trust in a national context.
- c. Undertake any other duties reasonably deemed appropriate to the role of the

7. **Governance, accountability and working in partnership**

- a. Understand and welcome the role of effective governance, including accepting responsibility
- b. Ensure that staff understand their professional responsibilities and are held to account
- c. Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- d. Work successfully with other schools and organisations
- e. Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

8. **Specific Responsibilities**

- a. To report to the Trust Board as appropriate and required.
- b. To report to the Trust Board on School performance and the implementation of Trust policies, thereby ensuring full involvement of Trustees in strategic planning, business activities, monitoring and building relationships with the wider community.
- c. Further aspects to be agreed with the Trust Board, as required and in line with the Trust's Scheme of Delegation. The list is not exhaustive and examples include:

- Budgets / financial planning
- CIF Bids
- Disciplinary Procedures (teaching staff)
- Emergency Procedures
- Grievance Procedures (teaching staff)
- Health and Safety
- Major Events
- Census returns
- Quality Assurance
- Quality Plan
- SEF / Ofsted preparations
- Leadership Group Meetings
- Recruitment

NOTES

The Headteacher is subject to the requirements of the NCTL National Standards. These criteria will form part of the individual's professional development, performance management and review to be carried out by the Academy Trust Board.

The Headteacher is subject to the requirements of the OfSTED measures of effectiveness, which will be monitored by the Trust Board

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive and exhaustive definition of the post.

The duties may be varied to meet the changing demands of the School at the reasonable discretion of the Trust Board.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.