



Job Description Headteacher

The Futures Trust and The Hinckley School are committed to safeguarding and promoting the welfare of Children and Young People and require all staff and volunteers to share this commitment.

Our Core Principles

Learners First – young people, staff, leaders, governors and trustees totally focused upon the educational benefit of our pupils and students within a safe and supportive environment

It's about learning – young people, staff, leaders, governors and trustees totally focused upon developing and improving the learning of pupils and students underpinned by harmonious and trusting relationships

No Barriers – no excuses, only support to ensure young people, staff, leaders, governors and trustees maximise the academic achievement of pupils and students whilst enabling them to develop and flourish as well-rounded individuals.

Responsible to	CEO and Chair of Governors, in line with the trust's Scheme of Delegation
Grade	Group 7 (range 29-35)
Hours	Full Time
Location	Based at The Hinckley School with a requirement to travel to undertake work at or for academies within the Trust

Job Purpose

The Job Purpose and Role are underpinned by the DFE Headteachers' Standards 2020.

As a values-based trust committed to moral leadership and fundamental values The Futures Trust takes Section One of the Standards very seriously.

Section One: The Ethics and Professional Conduct Expected of Headteachers

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Domains

The ethics and professional conduct section above is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers. The standards in section 2 cover interlinked domains of the headteacher's role all underpinned by the governance and accountability domain.

Culture and ethos

- school culture
- behaviour
- professional development

Curriculum and teaching

- teaching
- curriculum and assessment
- additional and special educational needs

Organisational effectiveness

- organisational management
- school improvement
- working in partnership

Key Areas of Responsibility

The roles and responsibilities are in line with roles identified in the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document. This includes working in close partnership with The Futures Trust, The Chief Executive of the trust, the Local Governing Body, The Hinckley School SLT, colleagues, parents and appropriate external agencies to ensure that the school's vision and strategic plans are effective and relevant to the school and its community.

This includes the delivery of the trust's secondary school improvement framework focused upon:

- Outcomes – Student Progress is outstanding
- Teaching and Learning – all year groups are taught by good or better teachers
- Communication Skills – oracy, literacy, numeracy and computing
- Support - ambitious targets, regular tracking underpins high quality teaching
- Experience – outstanding curriculum enables all to reach their full academic potential
- Leadership - Leadership at all levels is focused upon leading learning, improving teaching and raising standards
- Professional Development - Staff devise individual professional development plans

1. Leadership & Strategic Development

The Headteacher will develop a strategic vision for The Hinckley School in its local and national context and analyse and plan for its future needs and further development. The Headteacher will hold and articulate clear values and moral purpose, focused on providing an outstanding education for the students so that a culture is created where students experience a positive and enriching school life

To achieve this the Headteacher will:

- Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life

- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism
- Provide strategic leadership focused upon school improvement that secures the delivery of high standards of attainment, progress and personal development for all pupils and staff
- Provide leadership in the development of innovative and evidential teaching and learning and extended community activities
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development
- Ensure that all statutory requirements related to the provision of education are met

2. Safeguarding

The Hinckley School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff to share this commitment. The Headteacher will be responsible for ensuring all systems and procedures for safeguarding are robust and effective and will engage and co-operate with relevant agencies to protect learners.

To achieve this the Headteacher will have:

- Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.
- Evidence of implementing safeguarding and Equal Opportunities and other legislation essential for the health, safety and well-being of the school and community.
- Ensure that all statutory requirements are met.

3. Teaching

The Headteacher is uncompromising in developing an outstanding Teaching community.

To achieve this the Headteacher will:

- Establish and sustain high-quality, expert teaching across all subjects and key stages, built on an evidence-informed understanding of effective teaching and how pupils learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Ensure effective use is made of formative assessment

4. Curriculum, Assessment and Standards

The Headteacher will be committed to achieving outstanding outcomes for the students at The Hinckley School through a high-quality inclusive curriculum delivered through active engagement with the students.

To achieve this the Headteacher will:

- Ensure that the statutory requirements of the national curriculum and other national curriculum developments are met
- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure that the development of communication skills is at the heart of the teaching and learning process and that where necessary all students are able to read through the provision of evidence-informed approaches
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum
- Monitor and evaluate the curriculum for both quality and value for money
- Embed data and benchmarking systems to monitor progress, raise standards and ensure a continuous and consistent school wide focus on students' achievement which engages the support of parents/carers and the assistance of other stakeholders
- Ensure that suitably challenging targets are set, including those for pupil attainment, progress and attendance
- Develop an ethos and structure for managing behaviour which enables each student to achieve their potential, including the management of pastoral care, student welfare and effective anti-bullying procedures
- Maintain effective assessment, recording and reporting systems of student progress
- Involve students, as partners in the learning process, in the development and decision-making of the school.

5. Behaviour

The Headteacher will ensure that The Hinckley School is a calm and focused learning environment in which all in its community enjoy positive and respectful relationships within a self-regulated atmosphere.

To achieve this the Headteacher will

- Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- Ensure high standards of student behaviour and courteous conduct in accordance with the school's behaviour policy
- Implement consistent, fair and respectful approaches to managing behaviour
- Ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

The Headteacher will ensure that The Hinckley School delivers an ambitious and aspirational curriculum, that is inclusive of, and enriching, for all students. It will provide an experience of breadth, depth, access, support and challenge appropriate to all needs so that all students can be the best they can possibly be.

To achieve this the Headteacher will

- Ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable students to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

The Headteacher will develop a strong and professional learning community focused upon enabling learners and staff to flourish

To achieve this the Headteacher will

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Leading People

The Headteacher will develop high-quality professional relationships throughout the school focused upon high expectations, outstanding outcomes and a "can do" ethos that ensures all staff, are motivated and supported to develop professionally, both as individuals and collaboratively. The Headteacher will communicate effectively to staff and governors the key priorities and developments for the school.

To achieve this the Headteacher will:

- Support The Futures Trust in its decisions on the selection, appointment, deployment, management and retention of high-quality staff to ensure that effective learning takes place throughout the school

- Create, maintain and enhance effective working relationships with staff, including consultation with professional associations, as appropriate
- Maximise the contribution of staff to improve the quality of education provided and standards achieved and to sustain the progress of the school
- Provide opportunities for growth and development of all staff by engaging in collaborative initiatives, facilitating staff, leading innovation and supporting both formal and informal CPD
- Regularly review performance of all staff agreeing individual professional development plans as well as take action on performance improvement as necessary
- Involve all staff in decision-making, as appropriate, in order that all who work in the school are committed to its development
- Develop the leadership skills of staff at all levels and the pupil body
- Regularly review own practice and performance, set personal targets and take responsibility for own development
- Promote the school ethos, values and aims, characterised by high aspirations and expectations.

8. Managing the Organisation

The Headteacher will deploy colleagues and resources efficiently on a daily basis to meet the specific objectives of the school improvement plan. The Headteacher ensures that the school is well placed to work toward its priorities by overseeing sound management of the business.

To achieve this the Headteacher will:

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care
- Ensure that the school's systems, organization and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Be responsible for the internal organisation, management and control of the school
- Ensure staff are deployed and managed well with due attention paid to workload
- Advise The Futures Trust on the annual priorities and formulation of the budget to ensure that the school achieves its objectives
- Plan, manage and monitor the curriculum and all policies, procedures and initiatives within the agreed budget, setting priorities for expenditure, allocating funds/resources and securing effective administration and control
- Ensure the regular monitoring of the budget and the oversight of the use of resources at all levels in the school
- Manage and organise accommodation efficiently and effectively to ensure it meets the needs of the curriculum, extended use, health and safety requirements and promotes a positive learning environment for all
- Ensure rigorous approaches to identifying, managing and mitigating risk

- Monitor and evaluate the overall provision and use of resources to secure value for money
- Seek all opportunities to maximise resources for the school and its community
- Create an awareness of environmental issues both within and beyond the school and help to develop innovative projects which address practices.

8. Continuous school improvement

The Headteacher will be driven and relentless in their pursuit of school improvement.

To achieve this the Headteacher will:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Governance and Accountability

The Headteacher will welcome strong governance and actively support the Local Governing Body and The Futures Trust to deliver its functions effectively, in particular its functions to set out school strategy and hold the leaders to account for pupil, staff and financial performance.

To achieve this, the Headteacher will:

- Work collaboratively with The Futures Trust and governors, as appropriate, to enable them to fulfill their monitoring, statutory and wider responsibilities
- Produce regular reports and provide information, support and objective advice to the Local Governing Body
- Support the Headteacher to provide reports and information to The Futures Trust on the educational, financial and community aspects of the school
- Develop an organisation in which staff recognise they are responsible for the success of the school
- 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.
- Work effectively and collaboratively with external partners and stakeholders to achieve mutually agreed objectives, where relevant
- Combine the outcomes of regular school self-evaluation with external evaluations in order to develop the school
- Ensure that effective communications are maintained within and beyond the school and with stakeholders
- Ensure that parents/carers and students are well informed about all aspects of the school including the school's direction, priorities and curriculum and, in particular, about attainment, progress and targets for further improvement.

10. Strengthening Community

The Headteacher will demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community. The Headteacher actively promotes the school as a centre of excellence for education and families in the local community.

To achieve this, the Headteacher will:

- Develop and encourage good relations between the school and the wider community
- Collaborate with parents/carers and with other agencies to ensure that the school meets the wider needs of its students, staff and the local community
- Work closely with other schools and academies locally, nationally and internationally, and, where deemed appropriate, providers of further and higher education
- Work closely with the local authority and organisations in the business, public, private and voluntary sectors to meet the needs of the students
- Develop the school as an asset for the local community, in line with the shared vision, to enable all to benefit from the facilities for education, training, health, fitness and recreation opportunities
- Work with the Local Governing Body and The Futures Trust, partners and other representatives to develop the school as a hub for the community to deliver multi-agency services for the family
- Ensure the school reflects a culturally inclusive ethos, which actively values and promotes diversity, unity and community cohesion, and supports pupils to become successful integrated citizens.

Special conditions of employment

Rehabilitation of Offenders Act 1974

This job is exempt under the Exceptions Orders to the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant cautions, convictions, bindover orders and warnings being considered.

If the jobholder is arrested, summonsed for an offence or receives a conviction a bindover order or a warning given by a police force, they are required to inform the Headteacher of this fact immediately. Such information will be treated in confidence, so far as this is consistent with the safety of children, compliance with statutory child protection procedures and the School's relevant policies. Failure to disclose such information may result in disciplinary action which could lead to the termination of the jobholder's employment.

Safeguarding and Promoting the Welfare of Children and Young People

The jobholder is required to follow all of the School's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The jobholder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or wellbeing of children or young people.

Health and Safety

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or failure to act. Full guidance regarding health and safety is set out in the School's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager, and the jobholder is required to comply with these and to use any protective clothing or equipment as instructed at all times.

Confidentiality and Data Protection

The jobholder is expected to comply with the provisions of the Data Protection Act 2018. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the School's Data Protection Policy. Nothing shall prevent the jobholder from disclosing information that they are entitled to disclose under the Public Interest disclosure Act 1998 as amended, provided that the disclosure is made in accordance with the provisions of that Acts.

Equality and Diversity

The School and the Trust are committed to equality and value diversity. As such the School and the Trust are committed to fulfilling their Equality Duty obligations and expect all employees to share this commitment. The Duty requires the School and Trust

to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age, gender, race and faith, and people who do not share them. The jobholder is required to treat all people they come into contact with, with dignity and respect, and is entitled to expect this in return.

Training and Development

The School has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their continuous professional development and learning, and to attend and participate in any training or development activities required to assist them in fulfilling their role and meeting their safeguarding and general obligations.

The Trust Operates a Strictly No Smoking Policy

This applies to all School premises and those where School services are provided.

This job description reflects the major tasks to be carried out by the jobholder and identifies the level of responsibility at which the jobholder will be required to work, as at the date on which the last review took place.

This job description may be subject to review and / or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder, and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.

Job description reviewed by: Peter Thomas, CEO

Date: December 2021