

# Headteacher

**Job Role:** Headteacher  
**Location:** St Teresa of Lisieux Catholic Primary Academy  
**Salary:** Competitive  
**Contract:** Full Time / Permanent  
**Reports to:** Director of Primary Education

## Job Focus

## Key Responsibilities

The professional duties of the Headteacher are contained in the School Teachers' Pay and Conditions Document and the key areas of headship are contained in the DfE National Standards for Headteachers.

### **The Catholic purpose and identity of the school**

The Headteacher must understand the nature and purpose of Catholic education and know that his or her first responsibility is to establish and sustain the Catholic identity of the school and safeguard the teaching of the Church. S/he must ensure that this Catholic identity is reflected in every aspect of the life of the school. In particular, in the curriculum, the day-to-day organisation of the school, staff development, staff and pupil relationships and the partnership between school, home, parish, Archdiocese, local community, other schools, the Local Authority and other agencies. This duty provides the context for the proper discharge of all other duties and responsibilities. This is always exercised reflecting the diocesan policy and strategy for Catholic education as trustee of the school and in accordance with Canon Law.

### **Leadership in Catholic education**

The Headteacher must provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a, Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of pupils. Headteachers must establish a culture that promotes excellence, equality, and high expectations of all pupils.

### **Shaping the future**

To work with the Governing Body to create a shared vision which expresses core educational values and moral purpose and is inclusive of stakeholders' values and beliefs. The Headteacher, working with the Governing Body and others, is expected to draw on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community. The vision should explore Gospel values, core educational values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

- to ensure that the RE programme is given full regard both in terms of classroom religious education and the overall programme of the school.
- to ensure that the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- to lead by example, providing inspiration and motivation for pupils, staff, governors and parents, demonstrating the vision and values in everyday work and practice to create a shared culture and positive climate.
- to work within the school community to translate the vision into agreed objectives and operational plans which will promote and help sustain school improvement.
- to create and implement a strategic plan, underpinned by sound financial planning, which aims for school improvement by identifying priorities and targets for ensuring that pupils achieve high standards and make good progress.
- to ensure creativity, innovation and the use of appropriate new technologies to achieve excellence and enjoyment.
- to ensure that policies and practices take account of national, local and school data and inspection research findings.
- to develop and maintain the educational partnership currently existing between the school and parents, Governing Body, schools within the local Catholic partnership cluster schools, the Diocesan Education Service, the Local Authority, the local community and other agencies including the health authority and social services.
- to ensure that strategic planning takes account of the diversity, values and experiences of the school community at large.

### **Leading learning and teaching**

- to raise the quality of teaching and learning to ensure achievement for pupils. In a Catholic school the search for excellence is expressed in learning and teaching, which responds to the needs and aspirations of its pupils and acknowledges their individual worth as children of God. The Headteacher, supported by the Governing Body, has a central responsibility for raising the quality of teaching and learning and for pupil achievement. This implies enabling pupils to achieve their God given potential, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes.
- A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.
- to create and maintain an environment which promotes and secures creative, responsible and effective approaches to learning and teaching, high expectations, high standards of achievement and good behaviour.
- to determine, organise and provide equal access to a diverse, flexible and relevant curriculum which values and challenges all children, including those with Special Educational Needs, Pupil Premium and English as an additional language, and to ensure that appropriate provision is made for the more able pupils.
- to establish and maintain effective systems of planning, assessment for learning, recording and reporting, using data and benchmarks to monitor progress in every child's learning.
- to monitor and evaluate: curricular provision, classroom practice, achievement of all pupils, the setting of challenging, realistic targets for improvement.
- to manage regular reviews of all aspects of the curriculum, to initiate and encourage new and effective ideas, taking a strategic role in the development of emerging technologies to enhance and extend the learning experience of all pupils.

### **Developing self and working with others**

- to establish effective relationships and communications, building a professional learning community that enables others to achieve. In a Catholic school the role of

Headteacher is one of leadership of a learning community rooted in faith. The Headteacher's leadership should take Christ as its inspiration.

- The Headteacher's management of staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God.
- Headteachers must manage themselves and their relationships well.
- The Headteacher will build a professional learning community, which enables others to achieve their potential as children of God.
- Through performance management and effective continuing professional development practice, the Headteacher supports all staff to achieve high standards.
- To equip themselves with the capacity to deal with the complexity of the role and range of leadership skills and actions required of them; Headteachers should be committed to their own professional development.
- give a clear lead to all staff in the development and continuing formation of the school's Catholic identity.
- support and advise staff both in the deepening of their Christian awareness and in all areas of their work and professional development.
- to create a positive and collaborative learning culture within the school by treating people fairly, equitably and with dignity and respect.
- to plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring that there is a clear delegation of tasks and devolution of responsibilities.
- to implement and sustain systems for the effective management of all staff performance, incorporating targets for future development.
- to motivate and enable teachers and support staff to develop expertise in their respective roles through a wide range of high-quality induction and continuing professional opportunities in the context of the school's agreed improvement priorities.
- to acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- to maintain and develop a senior management team and wider management structure and culture which enables effective communication, involvement and development.
- to regularly review own practice, set personal targets and take responsibility for own personal development.
- to manage own workload and that of others to allow for an appropriate work/life balance.

### **Managing the organisation**

- to provide effective organisation and management of the school to maintain an efficient, effective and safe learning environment.
- ensure spiritual and moral development of individuals is given clear focus and is promoted through the prayer life and liturgy of the school.
- to create an organisational structure which reflects the school's values, enabling the management systems, structures and processes to work effectively in line with legal requirements.
- to produce clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- to work with governors and senior colleagues to recruit, retain and deploy staff appropriately, managing their workload to achieve the vision and goals of the school.
- to set appropriate priorities for expenditure, allocate funds and ensure effective administration and control of financial matters, in partnership with the Governing Body.

- to manage and organise the accommodation effectively and efficiently to ensure that it meets the needs of the curriculum and health and safety regulations.
- to promote an attractive environment which stimulates learning and enhances the appearance of the school.
- to manage, monitor and review the range, quality, quantity and use of all available resources to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.
- to use and integrate a range of technologies effectively and efficiently to manage the school.

### **Securing accountability**

The Headteacher is accountable for ensuring that pupils enjoy and benefit from high quality education, promoting collective responsibility within the whole school community.

- ensure that governors are welcomed into the school and invited to share in its Catholic life.
- to provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.
- to create and develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for the outcomes.
- to ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to regular review and evaluation.
- to be accountable to the Archdiocese as Trustee for the school as part of the Church's educational mission.
- to present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the LA, Trust directors, the local community, OFSTED and others, to enable them to play their part effectively.
- to reflect on personal contribution to school achievement and take account of feedback from others.
- to ensure that parents and pupils are well informed about the curriculum, the attainment and progress of pupils, can understand realistic and challenging targets for improvements and contribute to achieving them.

### **Strengthening community**

- to work collaboratively at both strategic and operational levels with all connected with the school community for the well-being of all children.
- recognise that the school is part of the Church locally and seek to promote the partnership between contributory parishes, home and school.
- to promote and support the positive benefits of living within a culturally and ethnically diverse society, building a school culture and curriculum that takes account of the richness and diversity of the school's communities.
- to create and promote positive strategies for challenging racial and other prejudice and dealing with bullying and racial harassment.
- to ensure that learning experiences for pupils are linked into opportunities provided in the wider community.
- to collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families, and work with the relevant agencies to protect children.
- to create and maintain a positive and effective relationship linking home and school in a supportive, working partnership to encourage and improve pupils' achievement and personal development.

- to seek opportunities to invite parents and carers, community figures, businesses and other organisations into school to enhance and enrich the school and its value to the wider community.
- to contribute to the development of the education system by sharing effective practice, working in learning networks and partnerships with other schools and promoting innovative initiatives.

### Relationship with the other schools and agencies

The Headteacher has a significant contribution to make in the delivery of high-quality Catholic education across the Archdiocese. To achieve this the Headteacher will be a part of a network of Catholic Headteachers who meet regularly throughout the year. The Headteacher is required to work in partnership with the officers and advisers of the Archdiocese of Liverpool, other schools in their deanery, the Local Authority where appropriate and other relevant organisations.

We are committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that the highest priority is given to safeguarding and child protection. Appointment is conditional upon receipt of satisfactory Disclosure and Barring Service (DBS) and other checks in relation to criminal and child protection matters.

### Person Specification

Faith Commitment	Essential	Desirable	Source
Practising Catholic	E		A/R
Involvement in parish community		D	A
To be able to demonstrate knowledge and understanding of the following in the context of a Catholic School	Essential	Desirable	Source
Leading worship	E		I
Ways of developing religious education and worship		D	A/I
A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Catholic ethos of the school	E		A/I
How relationships should be fostered and developed between the school, parish, it's community and the diocese	E		A/I
Qualifications	Essential	Desirable	Source
Qualified Teacher Status	E		A
Degree or equivalent	E		A
Has completed or has a commitment to do the Catholic Certificate in Religious Studies (CCRS) and/or the Catholic Leadership Programme.	E		A
Professional Development	Essential	Desirable	Source
Has successfully undertaken child protection training	E		A
Evidence of appropriate professional development for the role of Headteacher	E		A
Has successfully undertaken appropriate training for the role of Designated Safeguarding Lead or has a commitment to do so	E		A
Has successfully undertaken the Secretary of State's Safer Recruitment Training or has a commitment to do so before taking up the post	E		A
School leadership and management experience	Essential	Desirable	Source

Recent successful leadership as a Headteacher		D	A/I
Recent successful leadership as a minimum Deputy Headteacher	E		A/I
To have taken an active involvement in school self-evaluation and development planning	E		A/I
To have a clear understanding of the financial management of a primary school	E		A/I
Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and pupil outcomes	E		A/I
To have had responsibility for policy development and implementation	E		A/I
To have had experience of and ability to contribute to staff development across the primary range (e.g. coaching, mentoring, INSET for staff)	E		A/I
To understand how to work effectively with a Governing Body	E		A/I
To have experience of advising a Governing Body or one of its committees		D	A/I
To be able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	E		A/I
Experience of collaborative working with other schools, organisations and agencies	E		A/I
Experience of leading school-to-school support partnerships and collaborations, drawn from a range of schools		D	A/I
Demonstrate a confident approach to the management of change and when necessary, delivering a programme of change across a number of organisations, drawn from schools and non-school contexts	E		A/I
<b>Experience and knowledge of teaching</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Experience of teaching in a Catholic school		D	A/I
Significant teaching experience within the relevant phase(s)	E		A
Experience of providing professional challenge and support to others through the Performance Management Process	E		A/I
A current knowledge and understanding of all key stages represented in the school	E		A/I
To be able to use data, assessment and target setting effectively to improve outcomes for all pupils	E		I
To be able to exemplify how the needs of all pupils have been met through high quality teaching	E		A/I
<b>Professional attributes</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Excellent written and oral communication skills (which will be assessed at all stages of the process)	E		
Have a working knowledge of a variety of digital platforms and systems for both management and communication	E		
To be a leader of learning, demonstrating, promoting and encouraging outstanding classroom practice	E		
Ability to organise work, prioritise tasks, make decisions and manage time effectively	E		

Ability to delegate work and support colleagues in undertaking responsibilities	E		
<b>Professional skills based on the National Standards for Headteachers</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
<p>The Headteacher is expected to have a good knowledge of the National Standards of Excellence for Headteachers upon which the job description is based and be willing to work towards the achievement of these standards. In addition, the Headteacher will be expected to work with the Governing Body to set annual personal objectives within the framework of these standards:</p> <ul style="list-style-type: none"> <li>▪ School culture</li> <li>▪ Teaching</li> <li>▪ Curriculum and assessment</li> <li>▪ Behaviour</li> <li>▪ Additional and Special Educational Needs and Disabilities</li> <li>▪ Professional development</li> <li>▪ Organisational management</li> <li>▪ Continuous school improvement</li> <li>▪ Working in partnership</li> <li>▪ Governance and accountability</li> </ul> <p>The supporting statement for this application should detail the applicant's current knowledge of the ten standards listed above. There is no expectation that a prospective Headteacher will have fully attained all these standards.</p>	E		
<b>Ethics and professional conduct</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
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.	E		All stages
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:	E		All stages
<p>Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Headteachers:</p> <ul style="list-style-type: none"> <li>▪ Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position</li> <li>▪ Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain</li> </ul>	E		All stages

<ul style="list-style-type: none"> <li>▪ Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>▪ Ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law</li> </ul>			
<p>As leaders of their school community and profession, Headteachers:</p> <ul style="list-style-type: none"> <li>▪ Serve in the best interests of the school's pupils</li> <li>▪ 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</li> <li>▪ Uphold their obligation to give account and accept responsibility</li> <li>▪ Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities</li> <li>▪ Take responsibility for their own continued professional development, engaging critically with educational research</li> <li>▪ Make a positive contribution to the wider education system</li> </ul>	E		All stages
<b>Confidential references and reports</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
<p>Positive and supportive references are required from</p> <ul style="list-style-type: none"> <li>▪ The Catholic priest where the applicant normally worships confirming the applicant is a practising Catholic</li> <li>▪ The applicants present school or current employer</li> <li>▪ Another professional. Where the applicant is not currently employed working with children, this must be the most recent school or college employer. Local agreements may prescribe that the second professional reference is provided by a SIP or local authority adviser whenever possible</li> </ul>	E		
<p>The Governing Body reserve the right in exceptional cases to seek additional references from other former employers where this seems appropriate.</p>			
<p>Final confirmation of the appointment is subject to satisfactory reports on health and attendance which will be requested only after the offer of appointment has been made.</p>	E		