



PIONEER HEADTEACHER JOB DESCRIPTION

JOB TITLE: Pioneer Headteacher

SCHOOL & LOCATION: Pioneer Federation

GRADE: L6- L10 for a Pioneer School under 100 NOR

RESPONSIBLE TO: Governing Body & Executive Headteacher/CEO

This role may have some cover teaching responsibility and the headteacher needs to be able to model excellence in the classroom and should be willing and able to cover classes if/when required. (i.e. PPA, supply, ECT cover etc)

Or/

This role may come with some SEND management responsibility. (See section 14)

Purpose of the Role:

Working with the Executive Headteacher/CEO (who will have a strategic/evaluative role), the Pioneer Headteacher will provide professional leadership to deliver continued success and improvement, by ensuring high quality education for all its pupils. *(As leader of the school, the Headteacher will embody and promote its Christian ethos, values and culture).*

Shaping the future

Working with the Executive Headteacher/CEO & governors, the Headteacher will create and communicate a shared vision, ethos and strategic plan that inspires and motivates all stakeholders and reflects the need of the school and the wider community.

The Headteacher must be able to translate their vision into clear objectives that promote and sustain school improvement and must also ensure the school develops to the benefit of the pupils, staff and communities.

The Headteacher will be the curriculum lead for the school.

Key tasks:

Qualities and knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.

1a. (Hold and articulate a clear Christian vision for the school, ensuring this vision is clearly articulated, shared and acted upon by all).

1b. (Demonstrate Christian values in everyday work and practice, focused on providing excellent education for all children).

2. Demonstrate and develop positive relationships and attitudes towards pupils, staff, parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on own knowledge, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Develop the school's strategic plans (SDP, SEF, data & outcome documents) and vision, supported by sound financial planning, in the context of local and national policy.
6. Communicate compellingly the school's vision and empowering all pupils and staff to excel.
7. Develop the school's revenue streams by investigating and identifying new sources of income resulting in sustained growth and stability.

Pupils and staff

8. 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.
9. 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' well-being. Able to model excellence in the classroom and will and able to cover classes if/when required.
10. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
11. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
12. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
13. Hold all staff to account for their professional conduct and practice.

Vulnerable Pupils

14. The Headteacher will be responsible for the provision of Pupil Premium Pupils- including the PPG report and work with the SENCO to support the provision of SEND pupils in the school. Depending on teaching responsible the Headteacher could be responsible for 80% of the lower need pupils on the school's Special Educational Needs Register and vulnerable pupils.

Systems and processes

15. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
16. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in wider society.
17. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing under-performance, supporting staff to improve and valuing excellent practice.
18. Welcome strong governance and actively support the governing board to understand their role and deliver their function effectively, particularly its functions to set school strategy and hold the Headteacher and senior leaders to account for pupil, staff and financial performance.
19. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the sustainability of the school.
20. Distribute leadership across the school, 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

21. Create an outward-facing school, working with other schools and organisations in a climate of mutual endeavour, championing best practice and securing excellent achievements for all pupils.

22. Promote the schools and develop effective relationships with the wider community, fellow professionals and colleagues in other public services, *including the local church community*, to improve social and academic outcomes for all pupils.
23. Develop an organisation in which everyone works collaboratively, shares knowledge and understanding and is confident of collective external and internal accountability for the success of the school.
24. Ensure the quality of teaching is shaped through high quality training and sustained professional development for all staff.
25. Ensure that parents, carers and pupils are well informed about the curriculum, attainment and progress, and about the contribution they can make to the school's success.
26. Inspire and influence others – within and beyond the school – to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Keeping Children Safe in Education

This federation is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

- Work with governors to ensure that all safeguarding duties are complied with under the relevant legislation.
- Work with governors to ensure that policies, procedures and training in the federation as set out in the current statutory guidance "Keeping Children Safe in Education", DfE, January 2024, and "Working Together to Safeguard Children", DfE, December 2023 are effective and comply with the law at all times: [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115272/Keeping_Children_Safe_in_Education_2024.pdf) and [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115272/Working_together_to_safeguard_children_-_2023.pdf) and [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/115272/Working_together_to_safeguard_children_-_2023.pdf)
- Ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.

- Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

This job description should be read alongside the requirements of the current publication of the DfE's School Teachers' Pay and Conditions Document (STPCD) and is based on the National Headteacher' Standards 2020. These standards replace the national standards of excellence for headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school. They are designed to be relevant to all headteachers. [Headteachers' standards 2020 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/headteachers-standards-2020)

Lead Cluster Role (additional grade point for Lead Cluster Role)

Working with the Executive Headteacher/CEO, the Lead Cluster Headteacher will coordinate the organisation and logistics of clusters of locally based schools to ensure effective collaboration. This will include staff training and pupil links and could involve leadership mentoring/ coaching in other cluster school when required.

The Cluster Lead will also work with other Pioneer Cluster Leads to ensure a consistent collaborative approach to school improvement across the whole of Pioneer Federation.

PIONEER PERSON SPECIFICATION

Essential qualifications and experience

These criteria will be evidenced via certificates, or assessed at interview

- Qualified Teacher Status at first degree level or equivalent
- Substantial and successful teaching experience across the primary-age range in more than one school
- Senior leadership experience in a primary school (*preferably a CE school*) at least Head of School level with **rapid, substantial and sustained impact on school improvements with clear impact**
- Experience of effective school financial management
- Experience of working successfully and cooperatively as a member of a team in school

Desirable qualifications and experience

These criteria will be evidenced via certificates, or assessed at interview

- National Professional Qualification for Headteachers (NPQH)
- Experience of developing partnership and learning between schools
- Experience of leading *SIAMS process and* inspection

Essential professional knowledge

These criteria will be assessed at the application and interview stage

- Understands and has good knowledge of current issues in education

- Uses data, assessment and target setting effectively to raise standards/address weaknesses
- Understands and uses self-evaluation and school improvement processes effectively
- Understands the roles and responsibilities of a Headteacher and of governors in *(voluntary aided and voluntary controlled)* schools
- Understands creative and innovative curriculum design to meet the needs of all pupils
- Understands and is committed to promoting and safeguarding the welfare of pupils

Essential leadership skills

These criteria will be assessed at the application and interview stage

- Possesses good interpersonal skills and an approachable style of leadership
- Able to develop and share a clear vision
- Able to motivate, coach, challenge and nurture teaching and support staff of all grades
- Demonstrate strategic oversight of all schools with clear distributive leadership

Desirable leadership skills

These criteria will be assessed at the application and interview stage

- Able to engage with the wider local community, and with both LA (*and Diocesan*) counterparts
- Able to lead across the school to balance their needs

Essential personal attributes

These criteria will be assessed at the application and interview stage

- Possesses emotional intelligence and demonstrates empathy
- Inspires trust and confidence within and across the school and communities
- Able to think creatively and demonstrate initiative in solving problems
- Able to exercise flexibility, resilience, good judgement, approachability and enthusiasm

Essential commitment to partnership / *Christian Ethos*

These criteria will be assessed at the application and interview stage

- Committed to partnership with governors, (*the church*), parents and the wider community

Desirable commitment to partnership / *Christian Ethos*

These criteria will be assessed at the application and interview stage

- Fully supportive of moving the federation's partnership/ (*Christian ethos*) forward and developing this further
- *Leads engaging and inspirational school worship*
- Understands the importance of the school within the context of the partnership/ (*the life of the church*) and the wider community

Date (drawn up): Modified October 2024

Name of Officer(s) drawing up person specifications:

Job Evaluation Reference:

Health & Safety Functions

This section is to make you aware of any health & safety related functions you may be expected to either perform or to which may be exposed in relation to the post you are applying for. This information will help you if successful in your application identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

Function	Applicable to role
Using display screen equipment	Yes
Working with children/vulnerable adults	Yes
Moving & handling operations	No
Occupational Driving	No
Lone Working	No
Working at height	No
Shift / night work	No
Working with hazardous substances	No
Using power tools	No
Exposure to noise and /or vibration	No
Food handling	No
Exposure to blood /body fluids	No