



## Job Description

**POST TITLE:** STEP Interim Executive Headteacher – the role is additional to the headship of an existing STEP Academy

**LOCATION:** High Cliff Academy

**RESPONSIBLE TO:** Executive Team

### **Job Purpose Including Main Duties and Responsibilities:**

In addition to the Conditions of Employment for Headteachers laid down in the most recent version of the School Teachers' Pay and Conditions Document: **To provide strategic leadership and hold overall accountability for direction, standards achieved and quality in order to:**

- with governors (individual and collective), provide the leadership and management which enables High Cliff Academy (HCA) and an existing Academy to give every pupil high quality education and which promotes the highest possible standards of achievement and well-being;
- secure the long-term success of HCA and an existing academy by maximising the skills and resources held across the two academies;
- build system-wide leadership capacity at all levels through actively developing governance in line with the STEP model, staffing structures and roles and responsibilities.

In addition to the Interim Executive Headteacher (EHT), HCA will also have a Head of School, Deputy Head and Assistant Head and, as such, responsibilities/duties may be delegated by the EHT as appropriate.

### **Key Accountabilities:**

#### **1. Creating the future of the Academies**

- a. embed the STEP Compass across the Academies;
- b. work with the Executive Team and governors to create a strategic vision for the Academies which is consistent with the STEP Compass;
- c. motivate others to create a shared learning culture and positive climate through distribution of leadership through teams and individuals;
- d. translate the vision into agreed objectives and operational plans;
- e. develop Academy structures to maximise and deploy both resources and expertise to raise achievement across both academies;
- f. build capacity to support STEP Up and STEP Ahead;
- g. ensure effective succession planning at all levels across the Academies;
- h. build in regular opportunities for cross-academy and cross-leadership working to maximise strengths and develop further joint working.

- 2. Leading teaching and learning/outcomes and standards across the Academies**
  - a. ensure the continuous and consistent focus on pupils' achievement, using data and benchmarks to monitor progress;
  - b. where the STEP Way has been agreed for teaching and learning, ensure it is consistently implemented across the Academies;
  - c. establish creative, responsive and effective approaches to learning and teaching;
  - d. set high expectations and set stretching targets for the each Academy community;
  - e. monitor, evaluate and review Academy practices and promote improvement strategies;
  - f. robustly tackle under-performance at all levels across the Academies.
  
- 3. Developing self and working with others**
  - a. ensure the development of, and maintain effective strategies and procedures for staff induction, professional development and performance review;
  - b. promote and maintain a culture of high expectations for self and others;
  - c. ensure effective planning, allocation, support and evaluation of work of teams and individuals;
  - d. regularly review own practice, set personal targets and take responsibility for own development.
  
- 4. Managing the organisation**
  - a. ensure the ongoing development of an organisational structure which reflects STEP's values and enables effective and efficient operations;
  - b. ensure evidence-based improvement plans and policies to promote continuous improvement;
  - c. effectively strategically manage the human, financial and physical resources of the Academies;
  - d. recruit, retain and deploy staff appropriately.
  
- 5. Securing accountability**
  - a. consistent with the STEP Compass, enable everyone to work collaboratively within the Academies and across the wider Trust;
  - b. ensure individual staff accountabilities are clearly defined, understood, agreed and recorded;
  - c. work with the Governing Body to enable it to meet its statutory responsibilities and those defined in the STEP Scheme of Delegation;
  - d. ensure every individual child has access to high quality teaching and learning.
  
- 6. Strengthening community**
  - a. create and promote positive strategies for challenging racial and other prejudice;
  - b. ensure a range of community-based learning experiences are available;
  - c. collaborate with other agencies to ensure pupil and community needs are met;
  - d. develop strategies, including the application of the STEP Compass, to ensure strong community links are established and maintained;
  - e. develop, where suitable, joint community events that promote the ethos of the Academies.

## Person Specification Form

<b>Job title: Interim STEP Executive Headteacher</b>		
Establishment or team: High Cliff Academy		
<b>Requirements</b> <b>(based on the Job Description)</b>	<b>Essential (E)</b> <b>or</b> <b>Desirable (D)</b>	<b>To be identified  by: application (A)</b>  <b>interview (I),  reference (R)</b>
<b>Qualifications</b> <ul style="list-style-type: none"> <li>– Qualified Teacher Status with a successful NQT year completed</li> <li>– Degree or equivalent</li> <li>– National Professional Qualification of Headship</li> <li>– Evidence of continuing professional development</li> </ul>	 E E D E	 AF AF AF AF
<b>Experience:</b>		
<ul style="list-style-type: none"> <li>– Significant experience as a Headteacher (at least 3 years) with a sustained record of school improvement</li> </ul>	E	AF/I/R
<ul style="list-style-type: none"> <li>– Experience of Executive Headship and/or supporting another Headteacher</li> </ul>	D	AF/I/R
<ul style="list-style-type: none"> <li>– Experience of developing partnership and learning between Academies/schools</li> </ul>	E	AF/I/R
<ul style="list-style-type: none"> <li>– Experience of the effective management of funding and resources</li> </ul>	E	AF/I
<ul style="list-style-type: none"> <li>– Evidence of successfully leading and sustaining educational initiatives</li> </ul>	E	AF/I
<ul style="list-style-type: none"> <li>– Evidence of effective appointment and personnel management</li> </ul>	E	AF/I/R
<b>Knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>– The mission, vision and values of STEP Academy Trust and the role of the STEP Compass in achieving the Trust’s aims</li> </ul>	E	AF/I
<ul style="list-style-type: none"> <li>– Statutory education frameworks, including governance</li> </ul>	E	AF/I
<ul style="list-style-type: none"> <li>– Ways to build, communicate and implement a shared vision across a number of Academies</li> </ul>	E	AF/I/R
<ul style="list-style-type: none"> <li>– Leading change, creativity and innovation</li> </ul>	E	AF/I/R
<ul style="list-style-type: none"> <li>– New technologies, their use and creative impact</li> </ul>	E	AF/I
<ul style="list-style-type: none"> <li>– Strategies for communication, both within and beyond the Academies</li> </ul>	E	AF/I
<ul style="list-style-type: none"> <li>– Models of teaching and learning</li> </ul>	E	AF/I
<ul style="list-style-type: none"> <li>– Models of attendance and behaviour management</li> </ul>	E	AF/I
<ul style="list-style-type: none"> <li>– Strategies for ensuring inclusion, diversity and access</li> </ul>	E	AF/I

– Child protection and safeguarding procedures	E	AF/I
– Curriculum design and management across a number of Academies	E	AF/I
– The self-evaluation process and its role in driving continuous improvement	E	AF/I
– Strategies to promote individual, team and organisational development	E	AF/I/R
– Building and sustaining a learning community across a number of Academies/schools	E	AF/I
– The impact of change on organisation and individuals	E	AF/I
– Strategic financial planning, budgetary management and principles of best value	E	AF/I
– Legal issues relating to managing an Academy, including equal opportunities, race relations, disability, human rights and employment legislation	E	AF/I
– The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of Academy life, including challenging poor performance	E	AF/I
– Models of Academy, home, community and business partnerships	E	AF/I
– The work of other agencies and opportunities for collaborations	E	AF/I
Leadership skills:		
– Ability to develop and maintain a clear vision and lead others to plan and deliver it	E	AF/I/R
– Ability to articulate this vision to diverse audiences	E	AF/I/R
– Ability to establish successful relationships at all levels and have good communication skills both verbal and written	E	AF/I/R
– Commitment, drive and the ability to achieve the highest standards and best practice across all aspects of the Academy	E	AF/I/R
– Ability to cultivate a team ethic (STEP First)	E	AF/I/R
– Ability to lead, coordinate and delegate	E	AF/I
Other (including special requirements)		
Commitment to health and safety	E	I