



## Executive Head teacher Job Description

<b>Role:</b>	Executive Head teacher
<b>Working pattern</b>	Full time
<b>Key Stages:</b>	Early Years, Key Stage 1 and Key Stage 2
<b>Pay Scale</b>	L18-25 (Outer London) – dependent on skills and experience
<b>Start date:</b>	1 <sup>st</sup> September 2025
<b>Visa sponsorship</b>	Visas cannot be supported

### CORE PURPOSE

The core purpose of this role is to provide professional executive leadership for the federation which sustains and builds on its successes, ensuring an excellent education for all its pupils and the highest standards of care, learning and achievement.

#### To achieve success, the Executive Headteacher will:

- Sustain the federation’s ethos, developing its strategic direction together with the governing board and through consultation with the school community.
- Lead and be responsible for the strategic management of the school through rigorous self-evaluation, including quality assurance and performance management at all levels.
- Identify challenges, risks and barriers to school effectiveness and develop strategies for school improvement that are informed by research, realistic, timely and suited to the federation’s context.
- Build on and develop systems, processes and policies so that both schools operate effectively.
- Fulfil all the requirements and duties as set out in the School Teachers’ Pay and Conditions Document relating to the Conditions of Employment of Headteacher and the overriding requirements of the role. To meet the National Standards of Excellence for Headteachers as published by the DfE.
- Seek to achieve any performance criteria, objectives or targets agreed with or set by the relevant body in accordance with the requirements set out in the School Teachers’ Pay and Conditions Document.
- Delegate responsibility for the aspects of the day-to-day management, organisation and administration of the schools to the leadership team.
- Create a safe, productive and nurturing learning environment that is engaging and fulfilling for all pupils.
- Work effectively with the schools’ Federated Governing Body, including looking for ways to continue to grow the federation and its wider impact.
- Strengthen and further develop our parental engagement.

### QUALITIES

The Executive Headteacher will:

- Uphold public trust in school leadership and maintain high standards of safeguarding, health and safety, ethics, behaviour and professional conduct.
- Build positive and respectful relationships across the federation community.
- Serve in the best interest of the federation’s pupils.

## **Key Duties and Responsibilities**

### **1. Strategic direction & shaping the future**

- 1.1 Develop the existing strategic plans, underpinned by sound financial planning which identify priorities and targets and ensure that through a process of self-evaluation we are meeting our objectives.
- 1.2 Work with the Federated Governing Body and other key stakeholders to maintain a shared vision and create future strategic plans which will inspire and motivate pupils, staff, parents/carers and the wider community.
- 1.3 Implement strategic improvements at scale whilst building relational trust with stakeholders
- 1.4 Ensure that strategic planning takes account of the diversity, values and experience of the school and local community.
- 1.5 Understand and respond to the latest developments across the educational landscape, keeping the schools forward looking in educational and operational approaches and practice.
- 1.6 Be committed to cross-school collaboration and initiate new approaches.
- 1.7 Promote the schools and share improvements and developments locally and wider.
- 1.8 Build on existing community links and support community cohesiveness.
- 1.9 Engage with external organisations/agencies to seek specialist input when necessary.
- 1.10 Further develop the culture of professional reflective practice and coaching across the staff team.

### **2. Leadership**

- 2.1 Provide inspiration and strong leadership to the staff teams to ensure that the schools deliver the highest standards of learning for all learners.
- 2.2 Ensure the schools' vision is clearly articulated, understood and acted upon effectively by all and that this vision is shared across MHI and MHJ
- 2.3 Lead by example, from a basis of evidence and embody the schools' vision and values for the pupils, staff, governors and parents/carers of both schools.
- 2.4 Keep staff, parents/carers, governors, the Local Authority and the local community informed of progress and key developments.
- 2.5 Establish ways to maintain active communication with staff, pupils and parents/carers and ensure transparent mechanisms for receiving and acting on feedback.

### **3. Teaching and learning**

- 3.1 Continue to raise the quality of teaching and learning, through evidence informed practice including instructional coaching.
- 3.2 Take an active role in the shaping and modelling of teaching pedagogy across all years.
- 3.3 Maintain a consistent and continuous school-wide focus on pupils' achievement using data, benchmarks and feedback to monitor progress in every child's learning and key groups.
- 3.4 Build on and sustain the culture and ethos of challenge and support so all pupils can achieve success and become engaged in their own learning.
- 3.5 Assess, monitor and evaluate the quality of teaching standards and the delivery of the curriculum across the Federation in order to hold leaders to account for the continuing success and areas for improvement identified and actioned
- 3.6 Demonstrate, articulate and ensure all leaders deliver high expectations for all including those with SEND and EAL, and those eligible for the Pupil Premium.
- 3.7 Work with senior leaders to set challenging pupil performance targets to ensure that all pupils make accelerated progress.
- 3.8 Self-evaluate to ensure that the schools continue to develop a holistic approach to developing pupils through a broad and balanced curriculum including enrichment opportunities.
- 3.9 Ensure that parents are appropriately engaged and included in their children's development.

#### **4. Staff management and development**

- 4.1 Ensure an organisational structure which reflects the values of the federation and enables the management systems, structures and processes to work effectively in line with key priorities.
- 4.2 Provide opportunities for growth and continuing professional development for the leadership and teaching team by creating an inspiring, professional work environment and modelling behaviour consistent with the values and aspirations of both schools.
- 4.3 Ensure that all staff receive regular performance reviews and have individual professional development plans to address skills gaps. Further strengthen the open culture of professional feedback and reflective practice at all levels.
- 4.4 Ensure effective team communication mechanisms to ensure that all staff are involved in the school development plans and kept informed of key priorities and developments.
- 4.5 Work with governors to recruit and retain a high-quality leadership and teaching team and deploy staff effectively in order to improve the quality of education.
- 4.6 Maintain an ethos of collaborative working and shared responsibility for outcomes across the full age range.

#### **5. Organisation - managing systems and resources**

- 5.1 Provide effective organisation and leadership of the schools and seek ways of improving organisational structures and functions based on rigorous self-evaluation.
- 5.2 Agree and set appropriate priorities for expenditure, allocate funds and ensure systems are in place for the effective administration, control and audit of both school budgets.
- 5.3 Manage the schools' financial and human resources effectively and efficiently to achieve the schools' educational goals and priorities.
- 5.4 Manage and organise accommodation efficiently and effectively to ensure that all buildings meet the needs of the curriculum and health and safety regulations.

#### **6. Accountability**

- 6.1 Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- 6.2 Work with the Federated Governing Body providing information, objective advice and support to enable it to meet its responsibilities.
- 6.3 Sustain an organisation in which all staff recognise that they are accountable for the success of the schools.
- 6.4 Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the Local Authority, parents/carers and the local community.
- 6.5 Ensure that parents/carers and pupils are well informed about the schools' directions, priorities, curriculums and pupils' attainment and progress.
- 6.6 Combine the outcomes of regular school self-evaluation with external evaluations in order to develop the schools.

#### **7. Community**

- 7.1 Maintain effective partnerships with parents/carers, governors and the Local Authority
- 7.2 Build on the existing links with Moss Hall Nursery and main secondary schools so that we can ensure that our pupils are fully ready to manage and experience as smooth a transition as possible.
- 7.3 Further develop the Federation culture that takes account of the richness and diversity within the school communities.
- 7.4 Actively promote the schools as a centre of excellence for education and families in the local community.

#### **8. Safeguarding children and Safer Recruitment**

- 8.1 Promote and safeguard the welfare of all children and young people within the school, by ensuring that the school's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.
- 8.2 The 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
- 8.3 The post holder will be a member of the Federation Pastoral Team chaired by the Designated Safeguarding Lead (DSL) for the federation

January 2025

## Moss Hall Schools Federation

### Executive Headteacher Person Specification

Note to applicants:

- Moss Hall Schools Federation is committed to safeguarding and to promoting the welfare of all our children and expects all staff and visitors to do the same.
- The Assessment column sets out how the applicant information will be gathered: AF – Application form; CC – certificate check and references I = Interview process and activity
- Take note of **Essential** and **Desirable** requirements where assessed by evidence needed on the application form. Set out fully how you meet the essential criteria clearly. Failure to do so will mean not meeting the shortlisting criteria.
- Desirable criteria, if indicated on the application form, will be used to decide between applicants who meet all the essential criteria.

Selection Criteria		Assessm'nt	Essential	Desirable
<b>1</b>	<b>Training, Qualifications and Experience</b>			
1.1	Qualified Teacher Status	AF/ CC	x	
1.2	Degree qualification: 2.2 and above	AF/ CC	x	
1.3	National Professional Qualification for Executive Leadership (NPQEL) or currently enrolled on this programme	AF/ CC	x	
1.4	A significant number of years of effective, successful leadership and management experience as a Headteacher leading more than one setting and/or Executive Headteacher in the UK and UK educational system.	AF/ I/ CC	x	
1.5	Substantial successful teaching experience within early years, key stage 1 and key stage 2	AF/	x	
1.6	Experience of critical evaluation of school improvement and holding self and leaders to account for outcomes.	AF/I/ CC	x	
1.7	Experience of developing and implementing successful school improvement at scale whilst maintaining relational trust with staff	AF/ I	x	
1.8	Experience of successfully leading schools through external evaluation including Ofsted Inspection.	AF/ I / CC	x	
1.9	Experience of working systemically to develop or improve SEND provision in a school or setting	AF/ I	x	
1.10	Experience of managing a specialist resource provision	AF/ I		x
1.11	Successful experience of implementing strategies for inclusion, community cohesion and the promotion of equal opportunities	AF/ I	x	
1.12	Ability and commitment to ensuring the workplace respects and holds in high regard staff retention, well-being and welfare	AF/ I	x	
1.13	Experience in initiating, creating and/ or working with professional partnerships and learning networks or groups of schools to build capacity within the organisation.	AF/ I/ cc		x

1.14	Experience in effectively managing financial resources and a delegated budget	AF/ I/ CC	x	
1.15	Evidence of operating financial resources at an operational, oversight level across a group of schools or settings in order to assess efficiency, improvement, value for money, to set objectives and to take steps including giving advice to governors as needed.	AF/ I/ CC		x
1.16	Evidence of ongoing continuing professional development	AF/ I / CC	x	

<b>2</b>	<b>Knowledge and skills</b>			
2.1	Ability to articulate the ethos and vision for the federation and to model this through their own interactions and leadership style.	AF/ I /	X	
2.2	Ability to lead governors and stakeholders including staff through carefully planned change processes, securing commitment to the change or improvement	AF/ I	X	
2.3	Ability to grow a high performing ethos and culture in all teams – through modelling, guidance, support and holding to account.	AF/ I / CC	X	
2.4	Ability to delegate, mentor and coach colleagues as appropriate and so to build a strong, diverse and sustainable staffing structure	AF/ I / CC	X	
2.5	Knowledge of research and available evidence in the improvements in pedagogy and know how to translate the most relevant to the school setting.	AF/ I / CC	X	
2.6	Knowledge of proven strategies to improve the learning experience and outcome for pupils with SEND.	AF/ I / CC	X	
2.7	Knowledge and/ or experience of using appropriate technologies to support and improve the learning experience of pupils with SEND	AF/ I / CC		x
2.8	Knowledge of and the ability to create and maintain strong partnerships and collaborations across the educational system in order to build the capacity of the federation	AF/ I		x
2.9	Expert, proven knowledge and understanding of the National Curriculum, The Early Years Curriculum framework including involvement in current or pending changes.	AF/ I	X	
2.10	Up to date understanding of, and engagement in, national educational policy, educational developments and the statutory and legal framework the federation operates in.	AF/ I	x	
2.11	Commitment to continuing to develop the use of the premises to the community and for revenue generation	AF/ I	x	
2.12	Ability to work with the Federation Business manager and governors to monitor and create budgets that not only meet fiscal requirements but create ongoing capacity.	AF/ I / CC	x	
2.13	Ability to scrutinise reports, data, financial information and compliance reports; challenge knowledgeably and openly with attention to detail.	AF/ I / CC	x	
2.14	Ability to work openly with school governors, providing reports and other opportunities for them to meet their	AF/ I / CC	X	

	statutory and other duties and gain accurate insights into the schools			
2.15	Ability to proactively explore ways to maximise income generation and efficiencies, including through the utilisation of the school estate.	AF/ I / CC	x	
2.16	Ability and commitment to confidently communicate with a wide range of people and stakeholders in appropriate ways to build engagement with the federation.	AF/ I / CC	x	

<b>3.</b>	<b>Personal Qualities</b>			
3.1	Foster open, transparent leadership that mirrors our ethos of Being Kind, Hard Work and the drive to Make a Difference.	AF/ I	X	
3.2	Be a visible and trusted face for the federation.	I/ CC		
3.3	Lead by example, and be a role model of resilience, compassion, integrity and honesty	AF/ I / CC	X	
3.4	Lead personally and authentically, taking an open interest in the well-being of staff and demonstrate the ability to ask for and receive feedback constructively.	AF/ I / CC	X	
3.5	Promote school ethos of inclusivity	AF/ I / CC	X	
3.6	Demonstrate the ability and willingness to undertake the range of difficult and important conversations necessary at all levels in order for the schools to function openly and professionally.	AF/ I / CC	X	
3.7	Dedicated to promoting own professional development and achieving desired qualifications.	AF/ I / CC	X	
3.8	Capable of handling a demanding workload and successfully prioritising work.	AF/ I / CC	X	
3.9	Professionally assertive and clear thinking.	AF/ I / CC	X	
3.10	A good team player, with the ability to also work on their own initiative.	AF/ I / CC	x	