



# Federation of Kymbrook and Thurleigh Primary Schools

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## Job Description

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Job Title: Executive Headteacher  
Location: Federation of Kymbrook & Thurleigh Primary Schools  
Salary Range: Group 2 HT2 – HT8

### Job Purpose including Main Duties and Responsibilities

**Provide overall strategic leadership and with others, lead, develop and support the strategic direction, vision, values and priorities of the schools.**

- In partnership with the Governing Body provide strong strategic leadership to foster collaboration and commitment from all stakeholders, ensuring every pupil receives a high-quality education that delivers excellence in both achievement and wellbeing.
- Build leadership capacity at all levels through actively developing strategic governance, optimising staffing structures and refining roles and responsibilities
- Embody the vision, ethos and values while inspiring, challenging, motivating and empowering others to do the same
- Foster and continue to develop a creative and enjoyable learning environment in which children feel safe and achieve exceptionally well
- Act as a strong advocate for the schools in the local and wider communities, representing their interests and promoting their initiatives

### Key Accountabilities

#### Establish a positive culture for success

- Work with governors and key stakeholders to create a compelling strategic vision for the schools and communicate this vision to drive everything within the schools, empowering all staff and pupils to excel
- Ensure strategic planning takes account of the diversity, values, culture and experiences of the schools and communities
- Inspire others to create a shared learning culture and positive environment through the distribution of leadership roles across teams and individuals
- Bring the vision to life through agreed objectives and deliver on these, showcasing the Federation's

vision and values in everyday practice

- Leverage the schools' structure to optimise, maximise and deploy both resources and expertise across both schools to raise overall achievement

### **Leading teaching and learning/outcomes and standards**

The Executive Headteacher will take responsibility for raising the quality of teaching and learning and for pupils' achievements within a successful learning environment.

- Lead teaching and learning from the Foundation Stage to Key Stage 2 so that children achieve their very best
- Provide an outstanding curriculum that meets the schools' educational vision for education
- Ensure that quality teaching and learning sit at the heart of all leadership decisions and development
- Create a culture of high expectation for all and ensure that parents and carers are included as partners in their children's progress
- Monitor, evaluate and review school practice and promote improvement strategies
- Tackle under-performance at all levels.

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

- Promote and maintain an open, fair, equitable culture of high expectations for self and others
- Regularly review own practice, accepting support and guidance from others, improve personal performance and take responsibility for own development
- Lead by example and value effort, support and challenge and encourage an ethos of trust, teamwork and continual improvement among all staff
- Lead, motivate, develop, challenge and empower the leadership team and other staff, actively applying a distributive leadership model to fulfil the potential of all staff

### **Managing the Federation**

- Ensure the ongoing development of an organisational structure which reflects the schools' values and enables effective and efficient operations
- Ensure evidence-based improvement plans and policies promote continuous school improvement
- Manage the schools on a day-to-day basis ensuring that Federation policies, including those relating to safeguarding and health & safety are fully adhered to
- Manage the schools' financial and human resources in line with relevant policies to ensure efficiency in achieving the Federation's strategic educational goals and priorities ensuring the equitable deployment of budgets and resources and the schools' future sustainability
- Recruit, retain and deploy staff appropriately
- Ensure that policies and practices take account of national and local circumstances and initiatives.

## **Securing Accountability**

- Develop an ethos which enables everyone to work collaboratively
- Ensure individual staff accountabilities are clearly defined, understood, agreed and recorded
- Ensure schools are engaged in systematic and rigorous self-evaluation using evidence which informs improvement priorities
- Work with the Federation Governing Body to enable it to meet its statutory responsibilities
- Ensure every individual pupil has access to high quality teaching and learning
- Hold staff to account for their professional conduct and practice.

## **Strengthening communities**

- Maintain effective relationships with parents, carers and the wider community to enhance the value of the schools to parents and carers, and the wider communities
- Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities
- Listen to and reflect on parental and community feedback and seek opportunities to invite them into the schools to enrich the learning of pupils
- Create and promote positive strategies for challenging racial and other prejudice
- Work collaboratively, at both strategic and operational levels, with parents and carers and external agencies to ensure the needs of pupils and their families are met
- Collaborate with other schools to share expertise and bring positive benefits to all

## **Safeguarding**

- Carry out the role of the Designated Safeguarding Lead Officer
- Safeguard and promote the welfare of all children by following the Federation's safeguarding and child protection policies and procedures and be aware of confidential issues linked to home/child/teacher/school and keep confidences appropriately
- Ensure a safe working environment for pupils and staff alike and to comply with the Federation's health and safety policies.

## Executive Headteacher Person Specification

Selection decisions will be based on the criteria outlined below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

When completing your application, you should ensure that you address each of the criteria and provide supporting evidence of how you meet these through reference to work or other relevant experience.

		Evidence from Application : Interview : References
Essential	Desirable	Evidence
<b>Qualifications</b>		
<ul style="list-style-type: none"> <li>Degree or equivalent</li> <li>Qualified Teacher Status</li> <li>Evidence of appropriate professional development</li> </ul>	<ul style="list-style-type: none"> <li>Safer recruitment training.</li> <li>Holds NPQH or equivalent</li> <li>Willingness to gain the relevant professional qualification.</li> </ul>	A
<b>Professional Experience</b>		
<ul style="list-style-type: none"> <li>Successful senior leadership in the primary sector (<i>as serving Head, Deputy/ Assistant Head or Senior Leader</i>)</li> <li>Substantial and successful teaching/leadership within EYFS, KS1 or KS2</li> <li>Curriculum leader in one or more subjects</li> <li>Strong understanding of DSL role</li> <li>Willingness to continue professional development</li> <li>Effective delivery of performance management appraisal process</li> <li>Leading a team to accelerate pupil progress</li> <li>Understanding of SEND code of practice and its general application in a school</li> </ul>	<ul style="list-style-type: none"> <li>Teaching experience in more than one of EYFS, KS1 and KS2.</li> <li>SENDCo or teaching/ planning for children with SEND, disadvantaged and/or higher attaining pupils (practical experience)</li> <li>Supporting schools other than their own to improve</li> <li>Experience of working/leading a group of schools</li> </ul>	A : I : R
<b>Skills and knowledge</b>		
<ul style="list-style-type: none"> <li>Understanding of effective leadership skills.</li> <li>Ability to think strategically plan, prioritise, manage and delegate for educational improvement.</li> <li>Excellent interpersonal skills</li> <li>Communicates effectively with clarity to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>Current research and evidence-based approaches within education</li> <li>Experience of building effective relationships with other organisations</li> <li>Strong ICT skills</li> </ul>	A : I : R

<ul style="list-style-type: none"> <li>• Ability to use and analyse data for benchmarking and performance indicators</li> <li>• Challenge, influence and motivate others to attain high goals</li> <li>• Excellent organisation and written communication skills</li> <li>• Ability to prioritise, meet deadlines and work under pressure</li> </ul>		
<b>Establish a positive culture for success</b>		
<ul style="list-style-type: none"> <li>• An effective and inspirational leader</li> <li>• Effectively lead change and ensure all stakeholders are on board</li> <li>• Think creatively to anticipate and solve problems.</li> <li>• Actively seek to learn from the best.</li> <li>• High levels of resilience, energy and creativity.</li> <li>• Shows empathy and demonstrates emotional intelligence.</li> <li>• Lead by example to ensure that staff have the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes to promote the rights of children.</li> <li>• Active engagement and appreciation of the role parents, carers, families and other agencies play in helping children succeed.</li> <li>• Commitment to the highest quality of teaching, learning and staff development to promote achievement for all.</li> <li>• Determination to promote effective inclusion and high standards for all pupils.</li> <li>• Promote a nurturing approach and collaborative working with relevant agencies to support and protect children in difficult circumstances</li> <li>• Consideration of the wellbeing of staff and pupils</li> </ul>		A : I : R
<b>Leading teaching and learning/outcome and standards</b>		

<ul style="list-style-type: none"> <li>• Develop a range of teaching and learning styles to improve standards.</li> <li>• Strong understanding of what makes an outstanding classroom practitioner</li> <li>• understanding of how children learn and how their needs are met within a primary school.</li> <li>• Delivery of a creative, diverse, relevant and inclusive curriculum.</li> <li>• Setting high expectations for achievement, attendance and behaviour.</li> <li>• Lead effective changes in EYFS, KS1 and KS2.</li> <li>• Observe and monitor classroom performance and give feedback to improve practice.</li> <li>• Evidence of impact of coaching/support for individuals</li> <li>• Evidence of raising academic standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of strategic planning and resource allocation based on learning needs.</li> <li>• Experience of leading effective moderation practice.</li> </ul>	A : I : R
<b>Developing self and working with others</b>		
<ul style="list-style-type: none"> <li>• Passion for continuous professional development and a work-life balance.</li> <li>• Ability to maintain and develop effective relationships and teamwork.</li> <li>• Ability to create effective partnerships with parents to support and improve pupils' achievement and personal development</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of effective collaborative working with others within and beyond the school.</li> <li>• Experience of coaching and mentoring for school improvement.</li> <li>• SLE/LLE experience or similar.</li> <li>• Experience of community engagement.</li> </ul>	A : I : R
<b>Managing the Federation</b>		
<ul style="list-style-type: none"> <li>• Experience of line management</li> <li>• Sustain high expectations of behaviour for all</li> <li>• Commitment to professional development of all staff in order to achieve strength and depth in the organisation of the school.</li> <li>• Experience of establishing clear policies and practice throughout the school and of ensuring compliance.</li> <li>• Use effective staff appraisal to maximise opportunities for learners.</li> <li>• Some knowledge and understanding of strategic financial planning, budgetary</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of legal requirements relating to schools.</li> <li>• Experience of day-to-day operational management (e.g. buildings).</li> <li>• Experience of budget planning.</li> </ul>	A : I : R

<p>management and best value principles</p> <ul style="list-style-type: none"> <li>• Use range of evidence and performance data to support, monitor, evaluate and improve aspects of school life, including challenging performance</li> <li>• Understand and welcome role of effective governance in holding the EHT to account for schools' performance</li> </ul>		
<b>Securing Accountability</b>		
<ul style="list-style-type: none"> <li>• Undertake rigorous school self-evaluation, including data analysis, to identify school improvement priorities.</li> <li>• Hold others to account for their performance and conduct</li> <li>• Understanding of effective risk management.</li> <li>• Knowledge and understanding of effective appraisal process and its use to improve school standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with a Governing Board.</li> <li>• Experience of working on a SEF and School Development Plan.</li> <li>• Experience of working with an external advisor to improve standards.</li> </ul>	A : I : R
<b>Strengthening Communities</b>		
<ul style="list-style-type: none"> <li>• Forge constructive relationships with parents/carers, the local and wider communities &amp; external agencies based on a mutual and collective responsibility</li> <li>• Act and communicate professionally and respectfully as an advocate of the Federation</li> <li>• Value strong relationships</li> <li>• Listen to, reflect and respond to community feedback in a professional manner</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of developing effective transitions.</li> </ul>	A : I : R
<b>Safeguarding</b>		
<ul style="list-style-type: none"> <li>• Strong commitment to and knowledge of the protection and safeguarding of children and young people including online safety</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of GDPR.</li> <li>• Experience as a DSL.</li> </ul>	A : I : R
<b>General</b>		
<ul style="list-style-type: none"> <li>• Full driving licence and access to a vehicle with current business insurance.</li> </ul>		

**Terms and conditions:** the Federation of Kymbrook and Thurleigh Primary Schools' Pay Policy outlines the conditions for employment and follows the requirements as outlined in the [School Teachers' Pay and Conditions Document \(STPCD\)](#).