



Job Description

Townley Grammar School Trust (empty MAT)

Post Title: **CEO/Headteacher**

Post Title:	CEO and HEADTEACHER	
Department:	SLT	Grade: L37- L43 £129,457 – £147,866
Responsible to:	Chair of Trustees Townley Grammar School Trust (Townley Grammar School)	
Functional links with:	Trustees, Staff, Student, Parents, Local Authority, External Agencies	
Main Purpose of the role	Provide professional leadership for the Trust, which secures its success and improvement, ensuring high quality education for all students and improved standards of learning and achievement.	

The duties outlined in this job description may be modified by the Trust Board, with your agreement, to reflect or anticipate changes in the job commensurate with the salary.

This job description is not a comprehensive definition of the post; duties may vary within this framework in line with its general character and level of responsibility entailed. It should be read in conjunction the School Teachers' Pay and Conditions Document 2025.

These responsibilities will be discharged in accordance with the aims, objectives and policies of the Trust Board, the Academy's Articles of Association and Funding Agreement with the DfE as well as the conditions of employment in the current School Teacher's Pay and Conditions Document and will include those responsibilities delegated to the CEO/ Headteacher by the Trust Board.

Townley Grammar School Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Job Purpose

To achieve success, the Headteacher will work with key stakeholders to:

Provide vision, leadership and direction and instil the Trust values and culture of a safe, inclusive and positive Trust

1. Effectively lead teaching and learning.
2. Promote excellence, equality and high expectations of all students.
3. Deploy resources to achieve the Trust's aims.
4. Evaluate school performance and identify priorities for continuous improvement.
5. Carry out day-to-day management, organisation and administration
6. Secure the commitment of the wider community.
7. Create a safe and productive learning environment that is engaging and fulfilling for all students.



KEY RESPONSIBILITIES Overview

- Strategic Leadership:** The CEO is responsible for delivering the agreed strategy and overseeing all operations of the Trust, ensuring educational and organisational improvement. The CEO should ensure that priority areas for improvement are identified and should enable the Trust to engage with appropriate evidence-based strategies for improvement and ensure their effective implementation.
- Accountability:** The CEO serves as the Accounting Officer, ensuring the Trust meets high standards of conduct and compliance. In addition, as a leader of educational charities the CEO is expected to demonstrate consistently high standards of principled and professional conduct. The CEO should always uphold and demonstrate The Principles of Public Life (The Nolan Principles).
- Quality or Education:** The CEO should tackle educational inequality, upholding and securing ambitious educational and behavioural standards for all pupils and should promote further support for the most disadvantaged and those with additional and special educational needs and disabilities within a safe and secure environment.
The CEO should enable the Trust to establish and sustain a broad, rich and coherent curriculum entitlement for all pupils, supported by effective curricular leadership and delivered through high quality, expert teaching built on an evidence-informed understanding of effective teaching and how pupils learn.
- Finance, sustainability and compliance:** The CEO should ensure that sound financial management systems are in place, prioritise and allocate financial resources appropriately ensuring efficiency, effectiveness and probity in the use of public funds.
The CEO should ensure rigorous approaches to identifying, managing and mitigating risk and ensure the long-term sustainability of the school through effective financial and estates management.
- Community Engagement:** The CEO represents the Trust with stakeholders and partners, fulfilling civic responsibilities and fostering collaboration.
- People Leadership and Management:** The CEO leads the activities and performance of the School's SLT and should enable a people strategy that identifies talent, supports and develops all staff and sustains a culture of staff well-being and high staff professionalism.
The CEO should ensure the Trust has high quality employment practices that promote equality, diversity and inclusion, including ethical practices of recruitment and retention of staff. The CEO should ensure staff have access to high quality professional development, aligned to balance organisational and individual needs.
- Governance:** The CEO is accountable to the Board and must engage with staff and stakeholders to promote a culture of accountability that is recognised and accepted as an essential element of improvement at all levels and across all aspects of the Trust's work.
The CEO must understand the role of relevant regulatory bodies and ensure the Trust responds to their requirements.
The CEO must understand and welcome the role of effective Trust governance, upholding the obligation to give account and recognising that Trust Boards are ultimately responsible and accountable for the Trust's work.
The CEO must develop and maintain effective relationships with the Trust Board recognising their key role in holding the CEO to account.
The CEO must ensure the Trust Board receives quality information in the level of detail needed to make informed decisions and fulfil its functions and legal obligations.
- Statutory and legal requirements** Ensure the organisation complies with all including safeguarding and health and safety.
These responsibilities ensure that the Trust operates sustainably and delivers excellent educational outcomes for its community.



Responsibilities and Duties Shaping the future – strategic direction and development

- Working with Trustees, establish a strong vision, ethos and identity that unites the school community, ensuring that this is clearly articulated, shared, understood and effectively acted upon.
- In association with Trustees and leaders, translate the vision into agreed objectives and operational plans which will build on the school's many successes and promote and sustain school improvement.
- Demonstrate the vision and values in everyday work and practice.
- Work with all stakeholders to create a shared culture and positive, collegial climate for all. Ensure that strategic planning takes account of the diversity, values and experience of the school and wider community.
- Work with school leaders, staff and Trustees to rigorously evaluate progress towards agreed objectives, targets and outcomes.
- Develop school policies and procedures that reflect the school's strategic direction.

School self-evaluation

- Developing a culture of self-evaluation at all levels throughout the School, regularly updating the Trust Board on School progress.

Curriculum

- Proposing, organising and implementing an appropriate curriculum for the School, having regard to the needs, experience, interests, aptitudes and stage of development of the students, the resources available to the School and duties under relevant Acts.

Standards of teaching and learning

- Evaluating the standards of teaching and learning in the School and determining how they might be improved.
- Ensuring that proper standards of professional performance are established, maintained and, where possible, improved.

Student progress

- Ensuring that the progress of students of the School is monitored, analysed and recorded and that assessment data is used proactively to guide the teachers' activity and students' learning.
- Building the confidence of all students to ensure they achieve both academically and socially, so that every learner enjoys opportunities to excel, regardless of their particular needs or starting point.

Pastoral care

- Determining and ensuring implementation of a policy for the inclusive pastoral care and well-being of all students, reflecting the School's position with regard to a zero tolerance of bullying.
- Implementing robust safeguarding practices and ensuring effective links with external agencies related to students' welfare.
- Ensuring the health and safety of students, staff and visitors.

Student behaviour

- Promoting high levels of self-discipline among the students, thereby encouraging excellent behaviour and maintenance of a strong and secure learning environment.
- Ensuring good order and discipline at all times whether on the School's premises or elsewhere.

Working in partnership

- Enabling students' views to contribute to decision making.
- Making arrangements for parents / carers to have access to regularly updated information about the School curriculum, the progress of their children and other matters affecting the School, and consulting them appropriately about proposed changes.



- Maintaining relationships with organisations representing teachers and other staff of the School.
- Advising and assisting the Trust Board of the School in the exercise of their functions, including attending meetings of the Trust Board and providing written reports to them in connection with the discharge of Headteacher functions as they may properly require.
- Promoting effective relationships with persons and bodies outside the School, and in particular with:
 - » local primary, secondary and special schools.
 - » relevant Higher and Further Education establishments.
 - » representatives of the local community, including both the voluntary and business sectors.
 - » Providing for liaison and co-operation with the DfE, making such reports to them as they may properly require, either on a regular basis or from time to time.

Appointment of staff

- Deciding the strategic shape of the staffing establishment of the School, leading the selection and appointment of the teaching and support staff, with the involvement of the Trust Board, where agreed.

Leadership and management of staff

- Acting as a role model for all School staff and sharing with them the strategic vision for the School.
- Deploying and managing all teaching and support staff of the School and allocating particular duties to them in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities.
- Maintaining a reasonable balance for each teacher between work carried out in School and work carried out elsewhere.
- Considering in particular, in relation to such allocation of duties, how far the duties of the Headteacher should be delegated to any deputy or assistant.
- Ensuring adequate and equitable arrangements for covering the responsibilities of absent staff.
- Ensuring that teachers at the School receive the information and training they need in order to carry out their professional duties effectively.

Appraisal and review of performance, induction, training, and development of staff

Managing the system for assuring the quality of work of all staff.

- Reporting to the Trust Board on the professional development of all staff at the School.
- Advising the Trust Board on the adoption of effective procedures to deal with under-performing staff and keeping the Trust Board informed of the general operation of such procedures.
- Providing information about the work and performance of the staff employed at the School where this is relevant to their future employment.
- Ensuring that all staff in the School have access to advice, training and developmental opportunities appropriate to their needs, in accordance with School policies.
- Ensuring that ECTs and those returning to teaching after a break in service have access to adequate support in their first year or resumed service.
- Being responsible for the supervision and training of teachers during their induction periods in accordance with the Induction Regulations and making a recommendation at the end of such induction periods.

Resource management

- Allocating, controlling and accounting for the financial and material resources of the School.



- Making arrangements for the security and effective supervision of the School buildings and their contents and of the School grounds and reporting to the Trust Board.
- Drawing up proposals for the maintenance, renewal or replacement of buildings and their contents.
- Advising the Trust Board on the formulation and adoption of their pay policy.

Teaching

- Participating, to such extent as may be appropriate having regard to leadership and other functions and duties, in the teaching of students at the School, including the provision of cover for absent teachers where necessary

Absence

- Arranging for a deputy or the next senior post holder to assume responsibility for the discharge of the Headteacher's functions when absent from the School.

Academy Responsibilities

- Responsibility for all financial and administrative aspects of the School. As Accounting Officer for the Academy Trust, the Headteacher is responsible to the Trust Board for: The Accounting Officer responsibilities are given the Academies Trust Handbook sections 1.37 – 1.44
 - » ensuring regularity and propriety.
 - » prudent and economical administration.
 - » ensuring the Trust is fulfilling its financial responsibilities under Company Law and complying with the requirements of the Charity Commission/Funding Agreement.
 - » avoidance of waste and extravagance.
 - » securing value for money in operating the School.
 - » efficient and effective use of available assets and resources.
 - » the day to day organisation, staffing and management of the School.
- A duty to take appropriate action if the Trust Board, or the Chair, is contemplating a course of action which he or she considers would infringe the requirements of propriety or regularity (including the provisions of the Funding Agreement, the School's Improvement Plan, or other documents setting out the financial duties of the Trust Board or of any other rules governing the conduct of the Body), or would not represent prudent or economical administration, or the efficient or effective discharge of the Trust Board's functions.
- Prepare reports for the Trust Board and Trustees in line with the expectations of the Academies' Handbook.
- Ensuring that, in conjunction with the School's finance team, the School adheres to the requirements of the Academies' Handbook and the Funding Agreement with the Secretary of State.
- Monitor and manage the School's financial resources, regularly updating the Academy Trust and Trust Board.
- Ensure support to the Trustees in the fulfilment of their responsibility for Risk Management to ensure compliance with requirements.

This job description is based on the National Standards for Headteachers
(DfE 2022 –[Headteachers' standards 2020 – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/headteachers-standards-2020))

The Headteacher will carry out his/her professional duties in accordance with and subject to the National Conditions of Employment for Headteachers and Education and Employment legislation. The Headteacher is accountable to the Trustees for the standards achieved and the conduct, management and administration of the School subject to any policies which the Department for Education and the Trustees may make.

This job description is subject to annual review.



Person Specification

Job Title: **CEO/ Headteacher**

Reports to: **Trust Board**

The Headteacher will be required to carry out the duties set out in the School Teachers' Pay and Conditions Document (as amended). The successful candidate will meet all or most of the following criteria:

Education/training/qualifications.	Essential or Desirable	Method of assessment
Honours degree	E	1
Qualified teacher status	E	1
Demonstrable commitment to professional and personal development	E	1,2,3
Successfully undertaken 'safer recruitment' training	D	1
Working towards, or achieved, NPQH	D	1
Experience	Essential or Desirable	Method of assessment
Strong track record as a previous or Interim/ Acting Headteacher / Principal or a senior leader with significant leadership and management responsibility	E	1,2,3
Has significant experience in leading an academy/MAT with a firm understanding of compliance	E	1,2,3
Has experience of working with Members and Trustees and the Governance Professional	E	1,2, 3
Has successful experience of teaching in a secondary school.	E	1,3
Been successful in leading improvements in the quality of teaching, learning and provision in a school, including managing change.	E	1,2,3
Been successful in raising standards and closing gaps in pupil attainment.	E	1,2,3
Been successful in contributing to, promoting and maintaining an effective pastoral care system for both staff and pupils.	E	1,2,3
Effectively led a team of senior or middle leaders and distributed responsibility, while holding them to account.	E	1,2,3
Supported the successful development of middle leaders.	D	1,2,3



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Helped develop a strong learning environment in a school for both students and staff.	E	1,2,3
Successfully managed a budget in an academy	E	1,2,3
Worked closely and effectively with parents to engage them in children's learning	E	1,2,3
Worked with the wider community to maximise the opportunities they bring to the school.	D	1,2,3
Worked with other senior leaders beyond their own school to enhance provision for pupils.	E	1,2,3

Knowledge, understanding and skills	Essential or Desirable	Method of assessment
Able to think strategically, building and communicating a coherent vision for the school then inspiring, challenging, motivating and empowering the school community to take the vision forward.	E	1,2
The ability to motivate staff across all experience levels and develop cohesive, high performing teams.	E	1,2,3
Know how to create and embed an inspirational ethos and culture within the school, leading by example.	E	1,2,3
A deep knowledge and understanding of meeting the needs of children aged 11 – 18.	E	1,2,3
Secure knowledge of safeguarding legislation and implementation of systems and practice that ensure pupils' safety, good behaviour and wellbeing.	E	1,2,3
Show commitment to ensuring excellent provision for the academic, spiritual, moral, social and emotional development of all pupils.	E	1,2,3
Be able to engage efficiently and effectively with Trustees, understanding their role and responsibilities, so that school improvement is a priority and underpins their work in the school.	E	1,2,3
A good understanding of recent curricular and educational developments, including national assessments.	E	1,2
Understand how self-evaluation / quality assurance/ improvement planning and the appraisal process are linked and how these are used to address priorities and close gaps in attainment.	E	1,2
Know what outstanding teaching and learning looks like and how this can be achieved.	E	1,2
Able to access, analyse and interpret data and other information.	E	1,2
A thorough understanding of how to track and monitor pupil progress against starting points and age-related expectation.	E	1,2



Be able to develop a culture of professional learning for all staff so that they develop in their role and future leaders are identified and grown.	D	1,2,3
Know how to successfully manage change in key aspects of provision	E	1,2,3
Comprehensive understanding of financial management with a proven ability to optimise the use of resources to support successful learning.	E	1,2,3
Know how to improve the learning environment so that it extends and inspires learning.	D	1,2
Able to work effectively with a range of professionals and the public.	E	1,2,3

Personal attributes and competencies	Essential or Desirable	Method of assessment
Be an excellent communicator, both in writing and verbally, with the ability to adapt communication according to the needs of a situation.	E	1,2,3
To have high levels of interpersonal skills in order to involve pupils, parents/ carers, staff and Trustees to achieve successful outcomes for pupils.	E	1,2,3
Able to foster an open and equitable culture, successfully managing any conflict.	E	1,2,3
Approachable, reliable, with presence and enjoys being highly visible to pupils and parents/carers.	E	2,3
Self-motivated and with good organisational skills and the ability to prioritise workload effectively.	E	2,3
Able to think both analytically and creatively to solve problems and make decisions based on sound judgement.	E	1,2,3
Demonstrates professionalism, loyalty and integrity.	E	2,3
Shows resilience and emotional maturity at all times.	E	2,3
Is committed to developing others to achieve success.	E	2,3

Method of Assessment

1. Assessed from written application.
2. Assessed from interview/tests.
3. Assessed from documentary evidence.

(E= Essential, D=Desirable)