**Headteacher Job Description**

**Mission Statement**

Ravensfield is a happy, inclusive school where all are valued. Challenge and support are a symbol of our learning community, belief in our self and respect for others is cultivated and recognition of our responsibility for the future is fostered.

**Job Purpose**

Headteachers are academic leaders of the school. Their primary purpose is to provide visionary and inspired leadership and management, in consultation with the Governing Board, to ensure that the school’s mission statement is fulfilled.

This will include ensuring that:

* The school promotes and safeguards the welfare of all children, enabling every child, regardless of background, faith or circumstances, to have the support they need to develop their full potential thus ensuring equality of opportunity for all.
* The school provides high quality teaching and learning that leads to successful outcomes for pupils in terms of spiritual and moral growth, overall achievement as well as physical and social development.
* All statutory requirements are met and the work of the school is effectively monitored, evaluated and reviewed in order to identify the priorities for continuous improvement.
* The school is supportive of staff and promotes a healthy work-life balance.
* The commitment of the wider community to the school is secured by developing and maintaining effective partnerships and positive relationships with all stakeholders including parents and carers.
* Policies and practices are in place to ensure that resources are efficiently and effectively used to achieve the school’s aims and objectives.

**Responsible To**

The Governing Board

The Headteacher is responsible to the Governing Board and is required to carry out professional duties as detailed in the current version of the Teachers Pay and Conditions Document and Instrument of Government of the school. The Headteacher must meet the requirements set out by the Governors and implement policies as required. This job description may be amended at any time, following consultation between the Headteacher and the Governing Board and will be reviewed annually.

**Key Areas of Responsibility**

**Domain One: Qualities and knowledge**

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils in the school.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, 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. Work with political and financial astuteness, within a clear set of principles centred on the school’s vision, ably translating local and national policy into the school’s context.
6. Communicate compellingly the school’s vision and drive the strategic leadership, empowering all pupils and staff to excel.

**Domain Two: Pupils and staff**

1. 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.
2. 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.
3. 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.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

**Domain Three: Systems and process**

1. 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.
2. 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 the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils’ achievements and the school’s sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

**Domain Four: The self-improving school system**

1. Maintain an outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people’s lives and to promote the value of education.

**Headteacher Person Specification** **

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| **FACTORS** | **ESSENTIAL** | **DESIRABLE** | **HOW IDENTIFIED** |
| Qualifications and Training | Qualified Teacher StatusEvidence of continuous professional development including leadership and safeguarding | Honours Graduate or equivalentNPQH or higher degree Training related to Safer Recruitment | Application Form |
| Experience | Successful, substantial senior leadership and management experience within the primary phaseSubstantial teaching experience within the primary phaseExperience of developing outstanding practice across the schoolExperience of self-evaluation and school improvement processesExperience of using assessment data to identify priorities for improvement and match provision to needExperience of undertaking performance managementExperience of developing and enriching a curriculumExperience of developing effective provision for a range of additional needsExperience of financial managementExperience of working with parents, governors and the wider community | Experience in schools that include all three primary phasesExperience of serving on a Governing BoardExperience of working effectively with external partnersExperience of on-site before and after school provision | Application FormInterview |

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| Leadership knowledge and skills | Knowledge of current educational developments and their implications for leading schoolsProven track record of the ability to raise the academic and personal achievement of all pupilsThe ability to be a role model of best practice leading by example and to set, communicate and encourage high expectations for all members of the school community | Relevant experience of HR management Experience of managing change within a school | Application FormReferencesInterview |
| Personal Qualities | Is articulate and approachable with excellent inter-personal skills, able tocommunicate effectively and inspire trust and respectDemonstrates warmth, a caring and understanding / empathetic approachAble to build effective personal relationships including dealing with conflict resolutionIs adaptable, versatile, enthusiastic and has a “can do” approachIs resilient and has humourAn ability to fulfil all spoken aspects of the role with confidence through the medium of English |  | Application FormReferencesInterview |
| Safeguarding | Knowledge of all current statutory and advisory duties relating to safeguarding |  | InterviewThis post is subject to a satisfactory enhanced DBS check |