

**Stronger – Safer – Better**

**Headteacher Job Description**

This job description reflects the **National Standards of Excellence for Headteachers** (2015). These standards are built upon the Teaching Standards (2011) which apply to all teachers, including Headteachers.

The appointment is subject to the current conditions of employment of Headteachers, contained in the **School Teachers’ Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education. In carrying out his/her duties, the Headteacher shall consult, where appropriate, with the Local Authority, the Interim Executive Board (and the Dunham Trust once the transfer to academy status is finalised), the staff of the school, its pupils and the parents and carers of its pupils.

1. **The Core Purpose of the Headteacher**

The Headteacher is the prime mover in creating and inspiring the ethos and core values of this school, securing its mission statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and students to achieve their highest potential.

The core purpose of the Headteacher is to provide professional leadership and management for the school within the context of the Local Authority/Trust. This will promote a secure foundation from which to achieve high standards in all areas of the school’s work. To gain this success the Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

The Headteacher is the leading professional in the school. Accountable to the Interim Executive Board/Trust Board, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school’s performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school’s aims and objectives and for the day-to-day management, organisation and administration of the school.

The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority/Dunham Trust, higher education institutions and employers. Through such partnerships and other activities, Headteachers play a key role in contributing to the development of the educations system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

1. **The Four Domains of Headship**

**Domain One: Qualities and knowledge.**

Within the school’s core values and ethos, the Headteacher will:

1. Hold and articulate clear values and moral purpose focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, IEB//Trust and members of the local and wider 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 that reflects the needs of the school.
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.**

Within the school’s core values and ethos, the Headteacher will:

1. Demand ambitious standards of achievement and attendance 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, taking full account of the school’s role within its community .
3. Establish an educational culture of “open classrooms” as a basis for sharing best practice within and between schools, drawing on and conduction relevant research and robust data analysis.
4. Create an ethos in 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.**

The relationship between the mission statement and the provision of effective governance, organisation and management should reflect the school’s aims. In order to provide an efficient, effective and safe learning environment, the Headteacher will:

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 IEB/Trust 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, the school’s sustainability and its community character.
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**

Working in a spirit of collaboration to secure the principles of equity and entitlement, the Headteacher will:

1. Create an outward-facing school which works with other schools, organisations and the local community – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals, colleagues in other public services, parent/carers and the school community 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 of 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.

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers’ Pay and Conditions Document as they relate to Headteachers.*

|  |
| --- |
| **The applicant will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.** |

****

Headteacher Person Specification

***The applicant will be required to safeguard and promote the welfare of children and young people and be faithful to the trust deed.***

***Note:*** *Candidates failing to meet any of the essential criteria will automatically be excluded*

|  |  |  |
| --- | --- | --- |
| **Qualifications** | E | D |
| * Qualified Teacher Status
* Degree
* Meets the requirements re: the National Professional Qualification for Headship
 | EE | D |
| **Training** |  |  |
| * Professional development in preparation for Headship
* Has successfully undertaken NCSL – approved ‘safer recruitment training
 | E | D |
| **Leadership and Management** |  |  |
| * Successful strategic leadership and management experience within the Primary phase
* Active and effective leadership of a team/key stage curriculum area/department
* Experience of leading assemblies/collective
* Experience of working with parents, governors and the wider community
* Have successfully implemented and developed a whole school initiative
 | EEE | DD |
| **Experience and Knowledge of Teaching** |  |  |
| * Experience of teaching in more than one school
* Able to meet the needs of all pupils through high quality teaching
* Able to effectively use data, assessment and target setting to raise standards and address weaknesses
 | EE | D |
| **Knowledge and Skills** |  |  |
| * Knowledge of Early Years and Key Stage 1 and Key Stage 2
* Knowledge of budgetary control
* Knowledge of Safeguarding procedures
* Knowledge of the Prevent Strategy
* Current educational developments and their implications for leading a school
* Knowledge of self-evaluation processes
* Involvement in School Improvement Planning
* Relevant experience of personnel issues and performance management
* Ability to create, develop and lead a high performance team
* The strength to challenge under achievement
* Ability to relate to people at all levels and good communication skills
* Present a good role model for pupils and staff
* A commitment to pastoral care for the pupils of the school
* Strong commitment to ensure equality and celebrating diversity within a positive Christian ethos
* Ability to manage and involve all the stakeholders of the school
 | EEEEEEEEEEEEE | DD |
| **Commitments** |  |  |
| * Commitment to promoting the raising of standards
* Commitment to the School and its links with the wider community
* Commitment to equality of opportunity and inclusion
* Commitment to maintaining and developing the community aspects of the school
* Commitment to maintaining and the links with the local authority/IEB/Trust
 | EEEEE |  |
| **Confidential References and Reports** |  |  |
| * Positive recommendation from all referees, including current employer
 | E | R |

**Application Form and Supporting Statement**

The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post in this school.