



Head Teacher Job Description

‘One child, one teacher, one pen, and one book can change the world’ Malala Yousafzai

Grade	L18- L21
Hours	Full Time
The primary purpose of the job	<p>The Head Teacher is the prime mover in creating, inspiring, and embodying the ethos of our one form Primary school, delivering our vision with all members of the school community, and ensuring an environment for teaching and learning that guarantees the success and improvement of the school and our pupils and secures high standards of achievement.</p> <p>The Head Teacher must provide professional leadership for the school which secures its success and improvement, ensuring high standards of education which inspires and motivates its pupils and enables all staff and children to thrive.</p>
Responsible to	Governing Body
Head Teacher Responsibilities	<p>The appointment is subject to the current conditions of employment of Headteachers contained in the Teachers’ Pay and Conditions document and other current educational and employment legislation. The Head Teacher must carry out the duties as set out in the School Teacher’s Pay and Conditions Document.</p> <p>The Head Teacher shall consult, where appropriate, with the Governing Body, the staff of the school and the parents of its pupils in the exercise of all the duties of the post.</p> <p>In carrying out her/his duties, the Head Teacher is required to implement the school and LA policies concerning diversity in all posts in the school.</p>

MAIN DUTIES :

Shaping the future – critical to the role of the headship is working with the Governors and other stakeholders to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values of our school community and be inclusive of stakeholders’ values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

Actions

Ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all, shaping a school culture of high staff professionalism and academic excellence.

Works within the school community, to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.

Motivates and works with others to create a shared culture, ethos, and positive climate across school for all key stakeholders, staff, students and families.

Ensures creativity, innovation and the use of appropriate new technologies to achieve excellence

Ensures that strategic planning takes account of the diversity, values and experience of the school and community at large, reflects the national curriculum and other statutory frameworks for schools.

Work with political and financial astuteness, within a clear set of principles and with full regard for the Nolan Principles of Public life; ably translating local and national policy into the school's context.

Ensures full compliance in all legal, financial, employment and health and safety matters pertaining to school life and employment as outlined in relevant legislation and DFE statutory/ non statutory guidance.

To lead the school in line with all relevant local, regional and policy directives.

Leading Learning and Teaching

Headteachers have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations within the local school and national context and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life- long learning.

Actions

Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values to be taught.

Ensures a consistent and continuous school-wide focus on pupils' achievements, using data and benchmarks to monitor progress in every child's learning.

Ensures that learning is at the centre of strategic planning and resource management.

Establishes creative, responsive, and effective approaches to learning and teaching.

Ensures a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.

Demonstrates and articulates high expectations and sets stretching targets for the whole school community.

Implements strategies which secure high standards of Behaviour, Inclusion, and attendance within the ethos of our school.

Determines, organises and implements a diverse, flexible curriculum and implements an effective assessment framework.

Takes a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.

Monitors, evaluates, and reviews classroom practice and promotes improvement strategies.

Challenges underperformance at all levels and ensures effective corrective and supportive action is in place.

Developing self and working with others

Effective relationships and communication are important in headship as Head Teacher's work with others. Effective Head Teacher's manage themselves and their relationships well. Headship is about building a professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the Head Teacher supports all staff and Governors to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, Head Teachers should be committed to their own continuing professional development, and the professional development of others.

Actions

Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture.

Builds a collaborative learning culture within the school and actively engages other schools to build effective learning communities.

Develops and maintains effective strategies and procedures for staff induction, professional development, and performance review.

Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.

Acknowledges the responsibilities and celebrates the achievements of individuals and teams.

Develops and maintains a culture of high expectations for self and for others and takes appropriate action when performance or conduct is unsatisfactory.

Regularly reviews own practice, sets personal targets and takes responsibility for own personal development.

Manages own workload and that of others to allow an appropriate work/life balance.

Managing the Organisation

Head Teachers need to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Head Teachers should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective, and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. Head Teachers should also seek to build successful organisations through effective collaboration with others.

Actions

Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care.

Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness in the use of public funds and adherence to financial procedures.

Works with Governors to create an organizational structure which reflects school values and priorities, and enables the management systems, structures and processes to work effectively in line with legal requirements .

Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities.

Ensures that, within an autonomous culture, policies and practices take account of school, national and local circumstances, policies and initiatives and that staff appropriate training to execute their duties in line with policy frameworks effectively.

Manages the school's financial and staffing resources effectively and efficiently to achieve the school's educational goals and priorities; reporting to Governors in a transparent way on a regular basis.

Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school.

Implements successful performance management processes with all staff.

Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.

Ensures that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money

Uses and integrates a range of technologies effectively and efficiently to manage the school.

Ensure rigorous approaches to identifying, managing and mitigating risk.

Securing Accountability

With our school values at the heart of their leadership, Head Teachers have a responsibility to the whole school community. In carrying out this responsibility, Head Teachers are accountable to a wide range of groups, particularly pupils, parents, carers, governors, and the LA. They are accountable for ensuring that pupils enjoy and benefit from high quality education, for promoting collective responsibility within the whole school community. Head Teachers are legally and contractually accountable to the Governing Body.

Actions

Fulfils commitments arising from contractual accountability to the Governing Body.

Develops a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.

Ensures individual staff accountabilities are clearly defined, understood, and agreed and are subject to rigorous review and evaluation.

Works with the Governing Body (providing information, objective advice, and support) to enable it to meet its responsibilities and statutory duties.

Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including Governors, the LA, parents and carers.

Reflects on personal contribution to school achievements and takes account of feedback from others.

Strengthening Community

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. Head Teachers should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

Actions

Builds a school ethos, culture and curriculum which takes account of the richness and diversity of the school's communities whilst maintaining the distinctive nature of the school.

Creates and promotes positive strategies for challenging racial and other prejudice and dealing with racial harassment or other types of discrimination.

Ensures learning experiences for pupils are linked into and integrated with the wider community.

Ensures a range of community-based learning experiences, building on links with the local collaborative, local authority and other key partners.

Collaborates with other agencies in providing for the academic, spiritual, moral, social, emotional, and cultural well-being of pupils and their families.

Creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development.

Seeks opportunities to invite carers, community figures, businesses, or other organization's into the school to enhance and enrich the school and its value to the wider community.

Contributes to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.

Work with full compliance of Keeping Children Safe in Education legislation and statutory guidance, co-operating fully with relevant agencies to protect children.

This is not a comprehensive list of all the tasks that may be required of the post-holder. It is illustrative of the general nature and level of responsibility of the work undertaken.

Person Specification for the Role of Head Teacher

Criteria	Essential	Desirable
Qualifications and Training		
Qualified Teacher Status	X	
Degree	X	
Relevant Post Graduate qualification		x
Senior Leadership Development e.g. (NPQH)		X
Up to date Safeguarding Training	X	
Experience		
Successful senior leadership and management experience in at least one school	X	
Teaching experience in a range of contexts		X
Leadership of a whole school improvement including self evaluation and strategic planning based on a thorough analysis of what is working well and identification of complex barriers	X	
Demonstrable experience of successful management of staff and staff development	X	
Professional Knowledge		
Extensive knowledge of Keeping Children Safe in Education and ability to develop a whole school culture around safeguarding	X	
Experience of being a Dedicated Safeguarding Lead		X
Understanding of evidence informed curriculum design that meets the needs of all learners and the ability to lead this with and through others	X	
Understanding of informed approaches to reading in order that all children have the skills they need to access all aspects of the curriculum and achieve well	X	
Knowledge of effective assessment and evaluation strategies	X	
Knowledge of effective governance and willingness to engage constructively in accountability processes	X	
Knowledge of effective strategies that successfully manage behaviour and promote positive learning behaviours	X	
Knowledge of effective strategies that successfully ensure highly Inclusive practice and allow all children with SEND to thrive	X	
Experience of working in partnership with parents, carers and professionals to meet the needs of all children, particularly the most vulnerable.	X	

Knowledge of statutory duties and regulatory frameworks and a determination to ensure that this knowledge is kept up to date.	X	
Experience of leading a school through OFSTED inspection & strong understanding of inspection process		X

Criteria	Essential	Desirable
Professional Skills		
Ability to communicate a vision and inspire others	X	
Ability to plan strategically and evaluate effectively	X	
Effective communication and interpersonal skills	X	
Understanding of school finances and financial management		X
Understanding of high quality teaching and assessment based on evidence, and the ability to model this for others and support others to improve	X	
Data analysis skills, and the ability to use data to set targets and identify areas for development	X	
Personal Qualities		
A commitment to securing ambitious outcomes for all pupils and promoting the ethos and values of our school	X	
Ability to ensure positive working relationships	X	
Commitment to inclusion and equality	X	
Ability to work under pressure and prioritise effectively	X	
Commitment to maintaining confidentiality at all times and upholding Teacher Standards	X	
Commitment to safeguarding	X	
Commitment to equality, ensuring personal beliefs are not expressed in ways that exploit the position	X	
Commitment to working in partnership with parents, the carers, the community, the local authority and other partners	X	
Suitability to work with children; enhanced DBS to be undertaken	X	
Tact, sensitivity, integrity, good judgement and a sense of humour	X	