



Acting Headteacher - Job Description

Job Title: Acting Headteacher

1. ACCOUNTABILITY

Responsible to: The Federated Governing Body of Kenmore Park Schools and the Local Education Authority

Responsible for: Carrying out duties in line with the conditions of employment as set out in the current School Teachers' Pay and Conditions document, the National Standards of Excellence for Headteachers and the policies and procedures of the Governing Body.

2. CORE PURPOSE

Key Responsibility:

To work with the Federated Governing Body to create a shared vision which embodies core educational values, reflects the stakeholders' values and beliefs and advocates the policies of equal opportunities and inclusion. To provide inspirational, dynamic and professional leadership for the school to ensure its continued success and improvement, ensuring high quality education for all pupils. To inspire, challenge and motivate all members of the school's community. To manage the school's resources effectively.

2.1 To ensure that the vision for the school is clearly defined, shared, understood and implemented effectively by all.

2.2 To serve as a role model, providing inspiration and motivation for pupils, staff, governors and parents, and putting the school's vision and values into everyday work and practice in order to create a shared culture and positive environment.

2.3 To work within the school community to transform the vision into agreed objectives and operational plans which will promote and sustain school improvement.

2.4 To create and implement a strategic plan, based on sound financial planning, which aims to improve the school by identifying priorities and by setting targets in order to ensure that pupils achieve high standards and make good progress.

2.5 To ensure creativity, innovation and the use of appropriate new technologies are used to achieve standards of excellence and enjoyment in attaining them.

2.6 To ensure that policies and practices take account of national, local and school level data, legal requirements, inspection and research findings; to review and develop existing policies and formulate new ones, where appropriate, in partnership with the Federated Governing Body and other relevant stakeholders.

2.7 To develop and maintain the educational partnership currently existing between the school and parents, the Federated Governing Body, other schools, the Local Authority, the local community and other agencies including health and social services.

2.8 To ensure that strategic planning takes account of the ethnic diversity, multicultural values, equalities issues and broader experiences of the school community.



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3. LEADING LEARNING AND TEACHING

Key Responsibility: To seek continuous improvement in the quality of teaching and learning and the level of pupils' achievement.

3.1 To create and maintain an environment which promotes and secures creative, responsive and effective evidence informed approaches to learning and teaching, high expectations, high standards of achievement and good behaviour.

3.2 To determine, organise and provide equal access to an ambitious, diverse, flexible and relevant curriculum for all learners, which values and challenges all children, including those with Special Educational Needs, English as an additional language, and those who experience other possible barriers to learning, and to ensure that appropriate provision is made for learners whose attainment is significantly above the expected standard.

3.3 To ensure effective systems of planning, assessment for learning, recording and reporting are in place, using data and benchmarks to monitor progress against our curricular aims and also more holistically in every child's learning.

3.4 To ensure high quality curricular provision, which promotes enthusiasm for learning, creativity, independence and personal confidence, and meets the diverse needs of our school in all key stages in line with the National Curriculum.

3.5 To monitor and evaluate curricular provision, commensurate with the need to do so and to review classroom practice and the achievement of all pupils, in order to set and meet challenging, realistic targets for improvement.

3.6 To initiate and encourage new and effective ideas, taking a strategic role in the development of emerging technologies to enhance and extend the learning experience of all pupils.

3.7 To maintain and develop curriculum continuity with schools in the local cluster and other schools to encourage curriculum links through learning networks both with other schools and with the LA.

4. DEVELOPING SELF AND WORKING WITH OTHERS

Key Responsibility: To maintain and strengthen a professional learning community which enables all to achieve.

4.1 To foster a positive and collaborative learning culture within the school community by treating people justly, equitably and with dignity and respect.

4.2 To plan, allocate, support and evaluate work undertaken by groups and individuals, ensuring that there is a clear delegation of tasks and devolution of responsibilities.

4.3 To implement and sustain systems for the effective management of all staff performance, incorporating objectives for future development.

4.4 To motivate and enable teachers and support staff to develop expertise in their respective roles through a wide range of high-quality induction and continuing professional learning and development in line with the aspirations of the CPD Standard.



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4.5 To acknowledge the responsibilities and celebrate the achievements of individuals and teams.

4.6 To maintain and develop the senior leadership team and a wider management structure which enables effective communication, involvement and development.

4.7 To regularly review own practice, set personal targets and take responsibility for keeping abreast of relevant research evidence to enhance practice and secure outcomes.

4.8 To constructively manage own workload and that of others; and appropriately consider the main pressures on them to allow for an appropriate work/life balance.

5. MANAGING THE ORGANISATION

Key Responsibility:

To provide efficient and effective organisation and management of the school in order to maintain a vibrant and safe learning environment.

5.1 To ensure the organisational structure reflects the school's values, enabling the management systems, structures and processes to work effectively.

5.2 To produce clear, evidence-based improvement plans and policies for the development of the school and its facilities.

5.3 To work with governors and senior colleagues to recruit, retain and deploy staff appropriately, managing their workload in order to achieve the goals of the school.

5.4 To set appropriate priorities for expenditure, to allocate funds, and to ensure effective administration and control of financial matters, in partnership with the Federated Governing Body.

5.5 To manage and organise the premises and accommodation effectively and efficiently ensuring that they meet the needs of the curriculum and health and safety regulations.

5.6 To promote a safe, clean orderly and attractive environment which stimulates learning and enjoyment and enhances the appearance and image of the school.

5.7 To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality and standard of pupils' achievements, to ensure efficiency and to secure value for money.

5.8 To use and integrate a range of new and developing technologies effectively to enhance learners' experience, develop their digital resilience and create a culture that incorporates the principles of online safety across all elements of school life.

6. SECURING ACCOUNTABILITY

Key Responsibility:

To develop a school ethos where accountabilities are clearly defined, which enables everyone to work collaboratively, to share knowledge and understanding, to celebrate success and to accept responsibility for the outcomes.

6.1 To provide information, objective advice and support to the Federated Governing Body in order to enable it to meet its responsibilities for securing effective teaching and learning, improved standards of achievement and for achieving efficiency and value for money.



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6.2 To ensure individual staff accountabilities are clearly defined, understood and agreed, and are subject to regular review and evaluation.

6.3 To present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the LA, the local community, OFSTED, parents and others in order to enable them to play their part effectively.

6.4 To reflect on personal contribution to school achievement and take account of feedback from others.

6.5 To ensure that parents and pupils are well-informed about the curriculum, the attainment and progress of pupils, and are able to understand realistic and challenging targets for improvements and to contribute to achieving them.

6.6 To ensure the school actively promotes the welfare of their children in line with the Working Together to Safeguard Children statutory guidance.

7. STRENGTHENING THE COMMUNITY

Key Responsibility:

To work collaboratively at both strategic and operational levels with all connected with the school and wider community including stakeholders for the wellbeing of pupils and their families.

7.1 To promote and support the positive benefits of living within a diverse community, strengthening the school culture to promote cross-cultural respect and a curriculum that takes account of the richness and diversity of the school's communities.

7.2 To create and promote positive strategies for challenging racial and other prejudice, and for dealing with bullying and other forms of harassment.

7.3 To promote community cohesion at every opportunity.

7.4 To collaborate with external agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families, and to cooperate with the relevant agencies to protect children.

7.5 To create and maintain a positive and effective relationship linking home and school in a supportive, working partnership to encourage and improve pupils' achievement and personal development.

7.6 To seek opportunities to invite parents and carers, community figures, businesses and other organisations into the school so as to enhance and enrich it thereby enhancing its value to the wider community.

7.7 To contribute to the development of the education system by sharing effective practice, working in learning networks and partnerships with other schools, and promoting innovative initiatives.

7.8 To manage the school's assets ensuring sustainability and effective collaborative work with the wider community and stakeholders.



Acting Headteacher - Person Specification

1. Professional Qualifications		E/D
Candidates should have		
Qualified teacher status		E
Degree or equivalent		E
NPQH for first headship (or working towards it)		D
Evidence of continuing own professional development		E
Higher Degree or other management training		D
Level 2/3 safeguarding training		D
Safer recruitment training		D
2. Professional Experience		
Candidates should have		
i. Substantial and varied teaching experience across the primary age range		E
ii. Experience as a headteacher or deputy headteacher in a primary school		E
iii. Experience of curriculum leadership and development, and assessment processes		D
iv. Experience of working successfully in a diverse school and community		D
v. Experience of working constructively with parents and governors		E
vi. Experience of school improvement planning rooted in critical and developmental school self-evaluation		E
vii. Experience of successful line management and staff development		E
viii. Experience of developing the leadership and talent of others		E
ix. Experience of balancing the management of change whilst ensuring continuity		D



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3. Professional Knowledge

Candidates should have

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| i. A knowledge of the Headteachers' Standards | E |
| ii. The ability to articulate a clear and independent vision with regards to the quality of education, behaviour and attitudes, personal development, leadership and management, and Early Years Education | E |
| iii. A clear understanding of organisational strategy to achieve this vision | E |
| iv. An understanding of competing operational demands in enacting this strategy | D |
| v. An excellent knowledge of, and proven commitment to, the SEND Code of Practice and the promotion of inclusion | E |
| vi. An understanding of, and commitment to, equalities duties and other duties including the 'Prevent' strategy. | E |
| vii. An excellent knowledge and understanding of what an effective primary curriculum should be, of what quality teaching and effective learning look like, and what effective assessment practices entail | E |
| viii. Knowledge and understanding of the accountability framework and performance measures in which schools operate | E |
| ix. Knowledge of, and ability to, analyse evidence of how well pupils are learning and what core features of curriculum design and classroom practice lead to rich and successful curriculum opportunities and outcomes | E |
| x. Knowledge of, and commitment to, promoting pupils' personal development, wellbeing, safeguarding and protection | E |
| xi. Knowledge of strategies to create and maintain 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 | D |
| xii. Understanding of the importance of strong governance and ability to 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. | E |
| xiii. An understanding of budgeting, monitoring of income and expenditure, ensuring financial probity, and of the management of a school's resources (including human resources and land and buildings) | E |



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3. Professional Knowledge

xiv. An understanding of the importance of providing an evidence-informed, effective programme of professional development for staff in line with the CPD Standard	D
xv. An understanding of the importance of maintaining and developing extra-curricular activities and extended curricular opportunities including overseas partner schools	D
xvi. An understanding of the importance of creating and maintaining effective links with pre-school settings and/or High Schools to support continuity and progression for pupils	E

4. Personal Qualities

Candidates to demonstrate	
i. A clear and well-defined philosophy for the education of children	E
ii. The potential for enthusiastic and innovative educational leadership	D
iii. The ability to motivate others in the pursuit of academic excellence	E
iv. The initiative, flexibility and resilience in managing the pressures of workload	E
v. A commitment to one's own personal professional learning and development	E
vi. An ability to build trusting relationships with others through benevolence, honesty, openness, reliability and competence	E
vii. A commitment to safeguarding and equality	E
viii. A genuine love of working with and for children	E
ix. An ability to communicate effectively, both orally and in writing, across a range of audiences	E