



- (a) To work consistently to uphold the School's mission statement
- (b) To follow all school policies
- (c) To work in a co-operative and polite manner with all stakeholders
- (d) To work with students in a courteous, positive, caring and responsible manner at all times
- (e) To follow the child protection procedures. To ensure that children's safety and wellbeing is never compromised.
- (f) To be polite, cooperative and positive when communicating to other staff
- (g) To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures.
- (h) To work with visitors to the school in such a way that it enhances the reputation of the school
- (i) To seek to improve the quality of the school's service.
- (j) To present oneself in a professional way that is consistent with the values and expectations to the school.

Overall Role and Remit of all Rainhill Teachers

- To maximise the achievement of all children in your charge
- To be responsible for these children's safety and welfare
- To assist in the development of the department and other teachers within the school.

Additional Duties

The post-holder is deemed to be at least a 'good' classroom teacher. Any consistent performance below this level could lead to a review role under standard school / local authority procedures.

To ensure you fulfill all aspects of the national Teaching Standards at all times

To attend all additional meetings and evening events suitable for this post.

Any other duty deemed reasonable, as directed by the Headteacher.

Review of Performance

Appraisal reviews will focus on the following areas – Leadership and Management, Pupil Progress, Professional Development, Teaching and Learning. Appraisal Objectives will be in accordance to schools policy. TLR post holders will not have the same number of objectives as main scale teachers.

Leadership Expectations

Rainhill leaders must carry out their roles in accordance with the seven principles of public life as set out by Lord Nolan:

- a. to act selflessly,
- b. with integrity,
- c. objectively
- d. and be accountable,
- e. open and
- f. honest and
- g. demonstrate leadership skills.

Leader of Change

- a. Lead and support team members to change to secure continuous improvement that is linked to the School Development Plan.
- b. Articulate the reasons for, and benefits of, particular changes.
- c. Inspire, support and influence team members when there is a fear of or reluctance to change.

Effective Leading of Team

- a. Build, coordinate and lead a team of high-performing teachers and colleagues to ensure effective learning and teaching.
- b. Create a culture that encourages ideas and contributions from others.
- c. Motivate, develop, empower and sustain individuals within the team.

Leading Pupils

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 pupil's outcomes.

Leading Teaching

- a. Establish an educational culture of 'open classrooms' as a basis for sharing best practice.
- b. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and the curriculum.

Developing Staff

- a. Inspire and motivate staff.
- b. Evaluate and improve teacher and support staff performance.
- c. Support and coach individuals to perform at the highest level.
- d. Respond effectively to issues of underperforming staff.
- e. Hold all staff to account for their professional conduct and practice. Be rigorous, fair and transparent in managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.

Working with Other Leaders

Collaborate and work within and across the school community, and beyond.

Leadership Qualities

- a. Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
- b. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards all stakeholders
- c. Lead by example, with integrity, creativity, resilience and clarity.
- d. Is acutely aware of the strengths and weaknesses of their department and has a plan of action for all weaknesses whilst prioritising those that will maximise outcomes.
- e. Leaves absolutely nothing to chance and has few surprises.
- f. Ensures interventions that take place, driven by a diagnosed need and impact by testing afterwards. Always focuses on the impact of action.
- g. Have the courage and conviction to take risks.
- h. Takes difficult decisions wisely.
- i. Are insistent on a consistency of approach, individually and across the team.

Managing of Systems and Progress

- a. Ensure that the Faculty systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- b. Provide a safe, calm and well-ordered environment for all pupils and staff.

Effective Communication

- a. Ensures that the Faculty has students at the heart of its decision making.
- b. Ensures the expectations and priorities of the department are shared explicitly with their team.

Rainhill Leadership Standards have been developed from the following;

DFE - National Standards of Excellent for Headteacher

National College for Teaching and Leadership – Leadership Curriculum

PIXL - Outstanding Leaders