

# Glade Hill Primary & Nursery School



## Head Teacher

## Job Description

**Responsible to:** The Governing Body at Glade Hill Primary and Nursery School

### **Main Purpose:**

To carry out the duties of Head teacher in accordance with the Teachers' Pay and Conditions Act and other relevant statutory provisions.

To provide professional vision and leadership for the school which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.

In carrying out their duties a Head teacher shall consult, where this is appropriate, with the authority, the governing body, the staff of the school, the parents of its pupils, the pupils themselves and the local community.

### **Ethics and Professional Conduct**

Head Teachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Head Teachers uphold and demonstrate the Seven Principles of Public Life (<https://www.gov.uk/government/publications/the-7-principles-of-public-life>) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- ❖ selflessness
- ❖ integrity
- ❖ objectivity
- ❖ accountability
- ❖ openness
- ❖ honesty
- ❖ leadership

Head Teachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, head teachers:

- ❖ build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- ❖ show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- ❖ uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ❖ ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, head teachers:

- ❖ serve in the best interests of the school's pupils
- ❖ conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- ❖ uphold their obligation to give account and accept responsibility
- ❖ know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- ❖ take responsibility for their own continued professional development, engaging critically with educational research
- ❖ make a positive contribution to the wider education system

### **School Culture**

- ❖ establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- ❖ create a culture where pupils experience a positive and enriching school life
- ❖ uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- ❖ promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ❖ ensure a culture of high staff professionalism

### **Teaching**

- ❖ establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ❖ ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ❖ ensure effective use is made of formative assessment

### **Curriculum and Assessment**

- ❖ ensure a broad structure and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- ❖ establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ❖ ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ❖ ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

### **Behaviour**

- ❖ establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ❖ ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- ❖ implement consistent, fair and respectful approaches to managing behaviour
- ❖ ensure that adults within the school model and teach the behaviour of a good citizen

### **Additional and Special Educational Needs and Disabilities**

- ❖ ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- ❖ establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively

- ❖ ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ❖ ensure the school fulfils its statutory duties with regard to the SEND code of practice

### **Professional Development**

- ❖ ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- ❖ prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ❖ ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

### **Organisational Management**

- ❖ 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 and probity in the use of public funds
- ❖ ensure staff are deployed and managed well with due attention paid to workload
- ❖ establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ❖ ensure rigorous approaches to identifying, managing and mitigating risk

### **Continuous School Improvement**

- ❖ make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- ❖ develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ❖ ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

### **Working in Partnership**

- ❖ forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- ❖ commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- ❖ establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

### **Governance and Accountability**

- ❖ understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- ❖ establish and sustain professional working relationships with those responsible for governance
- ❖ ensure that staff know and understand their professional responsibilities and are held to account
- ❖ ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

# Glade Hill Primary & Nursery School

## Head Teacher

## Person Specification



Essential	Desirable	Application	Documentation	Interview	Assessment
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### QUALIFICATIONS AND TRAINING

Qualified Teacher Status	✓		✓	✓		
National Professional Qualification of Headship (NPQH)		✓	✓	✓		
Further qualification in a related area, eg Med, MA, MBA		✓	✓	✓		

### EXPERIENCE

Successful experience in a senior leadership role, eg as a Head Teacher, Interim Head Teacher or Deputy/Assistant Head Teacher	✓		✓		✓	
Evidence of managing or making a substantial contribution to the effective management of change	✓		✓		✓	✓
Evidence of successful implementation of strategies to improve teaching and learning and raise standards of achievement for all pupils	✓		✓		✓	✓
Evidence of effective teaching, assessment and target setting, utilising data to inform prioritisation and strategies	✓		✓		✓	✓
Evidence of successful improvement planning and impactful delivery	✓		✓		✓	✓
Evidence of working with pupils across the primary age range	✓		✓			
Experience of working in collaboration with a variety of stakeholders including parents, the local community, other schools and external partners to realise improvement and raise standards	✓		✓		✓	
Experience of working effectively in partnership with Governors		✓	✓		✓	

**KNOWLEDGE AND UNDERSTANDING OF:**

Embedding systems for school self-evaluation, effective monitoring and inspection preparedness	✓		✓		✓	✓
Developing and implementing strategies for school improvement, including data analysis, target setting and strategies for improving the quality of teaching and learning for all pupils	✓		✓		✓	✓
Strategies to motivate and engage pupils to maximise learning opportunities and outcomes, both within and beyond the curriculum	✓		✓		✓	✓
Performance management, performance related pay and managing effective professional development	✓		✓		✓	
Effective use of ICT to support teaching and learning		✓	✓		✓	
Promoting inclusion and equal opportunities for all, with a particular view of interventions and performance for SEND and disadvantaged pupils	✓		✓		✓	✓
Management of pupils' behaviour and attitudes to learning and the ability to put this into practice	✓		✓		✓	✓
Leading upon the development and implementation of the school's curriculum development	✓		✓		✓	✓
Providing effective financial management, ensuring value for money and impact of dedicated funding sources for their intended purposes		✓	✓		✓	✓

**LEADERSHIP SKILLS**

Demonstrate evidence of outstanding successful teaching	✓		✓		✓	
Ensure a convincing vision for the school, its staff and children, aligned to the strategic direction of governance	✓		✓		✓	✓
Embed good practice by supporting and developing effective teamwork across the whole school community	✓		✓		✓	✓
Prioritise, plan and organise their own work; direct, coordinate and provide professional direction to the work of others, including delegating certain tasks and responsibilities, as appropriate	✓		✓		✓	✓
Provide visible leadership and an inspiring role model for pupils and staff, creating an environment where all can thrive	✓		✓		✓	✓
Manage and motivate staff, in a happy and supportive working environment, to achieve the highest standards in all aspects of school life within the resources available	✓		✓		✓	
Lead the safeguarding of pupils ensuring their welfare is prioritised	✓		✓		✓	✓

## COMMUNICATION AND PROBLEM SOLVING

Think creatively and imaginatively to anticipate and solve problems and identify opportunities for the school	✓		✓		✓	✓
Deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict	✓		✓		✓	
Communicate, negotiate and secure cooperation of a wide range of people, engendering a culture of open communication where opinions and views are welcomed and respected	✓		✓		✓	
Develop, maintain and use an effective network of contacts across all agencies and communities with whom the school interacts	✓		✓		✓	

## PERSONAL EFFECTIVENESS

Be self-motivating and achieve challenging professional goals	✓		✓		✓	
Take responsibility for own professional development, in partnership with Governors	✓		✓		✓	
Create a strong, positive personal impact, conveying authority, confidence, approachability, warmth and humour	✓		✓		✓	✓
Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas	✓		✓		✓	✓
Demonstrate enthusiasm for, and commitment to the role; along with reliability, integrity and a passion for education	✓		✓		✓	✓

Please note that all elements of this person specification may be tested via a task, an interview question or both during the selection process.

**‘This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.’**