

Headteacher – Harborne Primary School

Location: Birmingham

Salary: L28-32

Contract Type: Full-time, Permanent

Start Date: January 2026 (or earlier)

Harborne Primary School is seeking an ambitious, inclusive, and visionary leader to guide our school through the next exciting phase of its development. This is a pivotal moment in our journey, and we are seeking a leader who will inspire excellence, drive meaningful change and nurture a culture of aspiration and care.

As Headteacher, you will:

- Provide strategic and ambitious leadership that secures outstanding outcomes for all pupils.
- Champion inclusion and ensure every child is supported to thrive academically, socially, and emotionally.
- Foster a culture of high expectations, professional growth, and continuous improvement.
- Lead and inspire a committed team of staff, working in partnership with governors, families, and the wider community.
- Uphold and evolve the school's ethos, values, and unwavering commitment to safeguarding.

Harborne Primary is a large, vibrant and diverse school split over two sites, with a strong sense of community and a passion for learning. We are proud of our achievements and excited about the future. This is a unique opportunity to shape that future and make a lasting impact on our school community.

For an informal discussion regarding the role, please contact Tricia Bunn (BCC School Improvement Advisor): [**tricia.bunn@birmingham.gov.uk**](mailto:tricia.bunn@birmingham.gov.uk)

Visits to the school are warmly welcomed at the times listed below. To arrange a visit, please contact the school office on: 0121 464 2705

1. Monday 8th September (9:30am & 1:30pm)
2. Tuesday 9th September (9:30am & 1:30pm)
3. Wednesday 10th September (9:30am & 1:30pm)

Timeline

Application deadline: Monday September 15th 2025 midday

Shortlisting: Monday September 15th 2025

Interviews: Monday/ Tuesday September 21st/22nd 2025

Safer Recruitment

Harborne Primary School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to demonstrably share this commitment. This post involves the type of work with children and young people that requires applicants to undertake an enhanced Disclosure and Barring Service check.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

Shortlisted candidates will be subject to online checks.

HARBORNE PRIMARY SCHOOL

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

HEAD TEACHER - JOB DESCRIPTION

SALARY SCALE: GROUP 5, LSR 28-32

As required by Paragraphs 44-47 & 52 of the School Teachers' Pay and Conditions Document.

1. **Job Purpose**

As required by paragraph 44-47 & 52 of the School Teachers' Pay and Conditions Document, to be responsible for the internal organisation, management and control of the school.

To provide ambitious, inclusive and professional leadership for Harborne Primary School, securing its continued success and development. The Headteacher will ensure high-quality education for all pupils, foster a culture of aspiration and care whilst guiding the school through a period of significant change.

2. **Duties and responsibilities**

2.1 General

To act in accordance with the requirements of paragraphs 44-47 & 52 of the School Teachers' Pay and Conditions Document

To undertake the professional responsibilities of a head teacher as set out in paragraph 46 of the School Teachers' Pay and Conditions Document

To act in accordance with other legislation affecting the conduct of the school, particularly that governing health and safety matters and employment rights

2.2 Specific

Strategic Leadership

- Lead the development and delivery of a clear strategic plan that reflects the school's ethos and addresses local and national priorities.
- Inspire, challenge and motivate staff, pupils, parents and the wider community.
- Ensure that all statutory and regulatory responsibilities are met.
- Build and sustain a transparent, inclusive leadership culture, with clear communication at all levels.
- Strengthen staff morale and foster trust through visible, reflective and values-led leadership.

Teaching, Learning and Curriculum

- Ensure high standards of teaching and learning across all phases.
- Promote a strong, evidence-informed culture of continuous professional development, underpinned by a rich curriculum and high expectations.
- Develop the Early Years Foundation Stage, ensuring provision meets the highest standards and gives every child a secure start to their education.
- Ensure the curriculum is inclusive and personalised, supporting the progress of all learners including those with additional needs.
- Use assessment and data effectively to monitor attainment and progress and close gaps.

Staff Management and Development

- Recruit, develop and retain skilled and committed staff who reflect the inclusive ethos of the school.
- Lead effective performance management processes, supporting professional development at all levels.
- Encourage collaboration, teamwork and shared responsibility for success.
- Improve staff engagement and ensure open, constructive communication between all tiers of leadership and the wider staff body.

School Improvement

- Lead on effective self-evaluation and improvement planning, based on accurate analysis and consultation.
- Embed restorative approaches to behaviour and relationship building.

- Reduce disparities in attendance and learning outcomes, particularly for disadvantaged pupils.
- Enhance inclusive practices for pupils with SEND and those from diverse linguistic and cultural backgrounds.

Safeguarding and Pupil Welfare

- Ensure a safe and nurturing school culture where pupils feel valued, respected and known.
- Act as Designated Safeguarding Lead or support the DSL role to a high standard.
- Promote physical and mental health across the school community.
- Champion the whole-child approach to education and wellbeing.

Community Engagement and Partnerships

- Build stronger, positive partnerships with parents and carers, recognising their role in supporting pupil achievement and wellbeing.
- Engage actively with the wider community, including local schools and agencies.
- Represent the school with professionalism and pride at local and national levels.

Financial and Resource Management

- Oversee the effective and efficient use of the school's resources.
- Ensure compliance with financial and procurement regulations.
- Align budget planning with school improvement priorities.

3 Line Management

Responsible for the supervision of all staff employed in the school (other than school meals staff)

4 Conditions of employment

The above responsibilities are in accordance with the School Teachers' Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements and LA guidance on interpreting conditions of service.

5. Review and Amendment

- 5.1 This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Head Teacher but only after full consultation between them. It will be signed if agreement is reached.

6. Complaints

- 6.1 If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

PERSON SPECIFICATION

Harborne Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

	ESSENTIAL	* METHOD OF ASSESSMENT
INITIAL QUALIFICATIONS	<p>Qualified Teacher status.</p> <p>Evidence of recent appropriate leadership development training</p>	AF, I
FURTHER QUALIFICATIONS/ PROFESSIONAL DEVELOPMENT	<p>Recent, relevant in-service training in current educational practice, including the leadership and management of teaching and learning.</p> <p>Knowledge and understanding of education and schools systems locally and nationally.</p>	AF, I, P
EXPERIENCE	<p>Considerable successful experience in school leadership, particularly with reference to schools in challenging contexts, ensuring rapid and sustainable improvement.</p> <p>Excellent understanding of School Improvement Planning and implementation.</p> <p>Significant experience of implementing Performance Management and associated monitoring.</p> <p>Experience of partnership working with parents and the wider community including external agencies.</p> <p>Successful and varied teaching experience in appropriate phase(s), including working with children with social, emotional and mental health difficulties.</p> <p>Experience of co-ordinating family support services as appropriate.</p>	<p>AF, I, P</p> <p>AF, I, P</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p>

SKILLS AND ABILITIES	To develop and implement the school vision and values and promote inclusivity and diversity within a framework of British Values.	AF, I, P
	To develop a culture for learning and set high expectations for achieving success for all.	AF, I
	To work to high professional standards, strategically and operationally, leading by example.	AF, I
	To monitor, evaluate, and plan strategically for School Improvement and continuous professional development.	AF, I
	To lead and manage effectively in an environment of high accountability.	AF, I, P
	To manage the implementation of change effectively and sensitively.	AF, I
	Demonstrate the ability to manage, motivate and support individuals and teams effectively.	AF, I
	To deal effectively with under performance, in accordance with relevant policies and procedures.	AF, I
	To understand and interpret complex data to inform effective decision-making.	AF, I
	To maintain a clear strategic financial overview of the school.	AF, I
To demonstrate a focus on innovation, creativity and a willingness to work in a context of resource generation and appropriate risk-taking.	AF, I	
To demonstrate a wide range of high level communication skills including new technologies.	AF, I	

	<p>To use authority appropriately to maintain discipline.</p> <p>To promote and foster a positive school image.</p> <p>To seek and maintain effective multi-agency partnerships and collaboration, in order to share and disseminate best practice throughout the whole school and beyond.</p>	<p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p>
OTHER	<p>Evidence of motivation for working with children.</p> <p>Evidence of ability to form and maintain appropriate relationships and personal boundaries with children and staff.</p> <p>Evidence of emotional resilience in working with children and staff exhibiting challenging behaviour.</p> <p>Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.</p> <p>Ability to coach and develop all school staff appropriately.</p> <p>Demonstrate the promotion of positive behaviour strategies and constructive handling of problems.</p> <p>Evidence of actively involving all staff, parents, Governors and the community in the life and work of the school, other schools and networks.</p>	<p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p> <p>AF, I</p>

	<p>Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well being of the school community.</p> <p>Ability to effectively implement personnel procedures in the management of staff, with relevant knowledge of Employment Law.</p>	<p>AF, I</p> <p>AF, I</p>
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- Those elements marked **AF** - will be assessed in your **Application Form**
- Those elements marked **AF/IP** - will be assessed in your **Application Form** and during the selection process e.g. **Interview, Presentation**.
- Those elements marked **IP** - will be evaluated during the selection process e.g. **Interview, Presentation**

NB: If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel's assessment.