

Job Description – Head Teacher

This job description reflects the **National Standards of Excellence for Headteachers** (2015). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers.

The appointment is subject to the current conditions of employment of headteachers, contained in the **School Teachers' Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education. In carrying out his/her duties, the headteacher shall consult, where appropriate, with the Local Authority, the governing body, the staff of the school, its pupils and the parents of its pupils.

A. The Core Purpose of the Headteacher

The core purpose of the headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

The headteacher is the lead professional in the school. Accountable to the governing body, the headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with:

- The thriving PTA
- Kings Norton Consortium
- other schools, services and agencies for children,
- the Local Authority,

Through such partnerships and other activities, the headteacher plays a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally. The successful candidate will be expected to represent the school at all meetings of these partners.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

B. The Four Domains of Headship

Domain One: Qualities and knowledge.

1. Hold and articulate clear values and moral purpose focused on providing a world-class education for the pupils they serve.

2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two: Pupils and staff.

1. Demand ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of "open classrooms" as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

Domain 3 – Systems and Processes

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide 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.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing body 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.

5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Domain Four: The self-improving school system

1. Create outward-facing schools which work with other schools, organisations and the local community– in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others- within and beyond schools- to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Kings Norton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations. The successful applicant will require an enhanced disclosure from the Disclosure and Barring Service

The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to headteachers.

Person Specification – Head Teacher for Kings Norton Primary School

Qualifications	E=Essential D=Desirable
An honours degree or equivalent and QTS	E
A Good honours degree and further recognised qualifications (e.g. Master's degree, NPQH)	D
Evidence of recent and relevant training and development at senior leadership or headship level	E

Experience	
To have experience of teaching in more than one school.	D
Relevant experience of teaching across all Key Stages	D
Significant strategic leadership experience at SLT or Deputy level	E

Leadership	
Proven ability to create a vision and develop an ethos that meets, or even exceeds the aspirations of students, parents, staff and governors	E
To have high expectations and the ability to think and plan strategically to reflect, promote and deliver the school's vision, ethos, priorities and targets whilst empowering others to take them forward.	E
To be a high profile, visible role model with a professional approach that demands excellence, confidence, trust and the respect of the entire school and wider community, including educational and community partners.	E
To have personal and professional credibility which commands confidence to foster and further develop a positive reputation for the school.	E

Curriculum and learning environment	
To be committed to and have an in depth knowledge of Safeguarding both in the school and the wider community	E
To be an outstanding classroom practitioner with the ability to monitor and evaluate performance and policies continuously in order to improve the quality of teaching and learning and maintain and stretch high standards and student outcomes.	E
To show a commitment to a child centred approach, within an equitable and inclusive school in which the academic and personal welfare of each student is paramount.	E
To have proven experience of positive behaviour management and developing a student focussed, inclusive and effective learning environment so that behaviour and attendance are outstanding	E
To have successful experience of curriculum development along with an understanding of the issues associated with choice and flexibility to meet all pupil's needs and ambitions.	E
To have proven experience and understanding of the analysis of attainment and achievement data along with the implementation of effective assessment procedures and systems in order that all students achieve ambitious targets.	E

People Management	
To have a proven track record in leading and managing staff including building a successful team, delegating effectively and implementing, managing and monitoring change.	E
To be articulate and approachable with excellent interpersonal skills both verbally and in writing	E
To be astute and perceptive with strong analytical skills and the ability to use sound judgment in order to anticipate and resolve conflict imaginatively.	E
To be able to use robust performance management systems to both challenge and support all staff. To use these systems to identify and develop staff as future leaders.	E
To be proactive, innovative and versatile with a high level of drive, energy and enthusiasm, resilience, reliability, integrity and a sense of humour. To use the qualities to model and develop strong relationships. To encourage staff to take risks and to exceed their highest goals and aspirations.	E

Finance, premises, systems and processes	
To be able to prioritise, plan and organise effectively the school's continued improvement within challenging budgets.	E
To have experience of making tough decisions in the light of financial restraints to ensure the best outcomes for pupils.	D
To have experience of developing an area of school improvement, working with stake holders and governors. Working within and managing the budget to provide value for money. Upholding the principles of transparency, integrity and probity.	E
To have responsibility for the financial management of whole school resources	D

Continuous Improvement	
To have an understanding of the changing role of schools in providing a successful centre for community development and learning	E
To have experience of working alongside other schools, academies or trusts to secure proven school improvement for all pupils.	D
To have experience of developing, leading and sustaining links across schools, academies, trusts and phases (for example primary to secondary) to ensure the best outcomes for all pupils.	D

The applicant will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.