

REDCLIFFE NURSERY SCHOOL AND CHILDREN'S CENTRE



Job title: Headteacher, Redcliffe Nursery School & Children's Centre

Salary: L8 - L14

Contract type: Full Time, Permanent

Reporting to: Chair of Governors

Responsible for: All staff and volunteers, and to ensure that all children feel safe, cared for and valued.

General Duties & Responsibilities:

To carry out the duties of the Headteacher as set out in the current School Teachers' Pay & Conditions Document and aspire to fulfill the National Standards of Excellence for Headteachers (2015).

The Appointment is subject to the current conditions of employment of headteachers, contained in the School Teachers' Pay and Conditions (STPCD) document and other current educational and employment legislation, including that of the Department for Education. In carrying out their duties, the Headteacher shall consult, where appropriate, with the Local Authority, the Governing Body, the staff of the school, the children and the parents of the children.

This job description may be amended at any time following consultation between the Headteacher and Governing Body. This document should be reviewed regularly, in line with the National Standards of Excellence for Headteachers, changes to the STPCD and through appraisal procedures.

Primary Purpose of the Job;

The Headteacher embodies and inspires the ethos and culture of the school, securing their vision with all members of the school community. The Headteacher establishes and ensures a safe and secure environment for learning and teaching that empowers both staff and children to achieve their highest individual potential whilst giving due regard to teaching, leadership and management needs of the school.

The Headteacher will:

- formulate the aims and objectives of the school and provide overall strategic leadership
- establish policies for achieving these aims and objectives
- manage staff and resources to that end
- monitor progress towards the achievement of the school's aims and objectives
- lead by example and model best practice regarding professional conduct, workload and personal development
- be a role model for all in our community

DUTIES & RESPONSIBILITIES

Ethos & Culture:

- create a culture where children experience a positive and enriching environment
- promote positive relationships across all members of the school community and create a supportive, inclusive environment for all stakeholders
- will actively support children, with their families, to achieve their potential
- establish the school's vision and direction in partnership with staff, Governors, families and other stakeholders

Leadership, Qualities & Knowledge:

- operate as the senior leader of the school, with responsibility for its day-to-day management and organisation
- lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all children
- communicate the school's vision compellingly and drive strategic leadership
- keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- work with political and financial astuteness, translating policy into the school's context
- seek training and continuing professional development to meet own needs

Children & Staff:

- demand ambitious standards for all children, instilling a strong sense of accountability in staff for the impact of their work on outcomes for individuals
- ensure children's physical and emotional wellbeing is maintained and prioritised
- model and ensure high quality teaching in the school
- enable high-quality training and development opportunities for staff, aligned to balance the priorities of the school, team and individuals
- maintain effective use of formative assessment to improve teaching and outcomes
- cultivate a culture of sharing best practice
- create an ethos within which all staff are motivated and supported to develop their own skills and knowledge
- identify emerging talent, coaching both current and aspiring leaders
- hold all staff to account for their professional conduct and practice

Additional & Special Educational Needs and Disabilities

- ensure the school holds ambitious expectations for all children with additional and special educational needs and abilities
- ensure that systems and procedures for identifying, monitoring and implementing support for SEND children are carried out in both a timely and appropriate system
- establish and sustain culture, environment and practices that enable all children to play and learn inclusively

- ensure the school works effectively in partnership with parents, carers and professionals, to identify, further assess, and review the additional needs of those children with special educational needs and disabilities, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND Code of Practice

Systems, Processes & Finances

- ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- lead and direct strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- define, develop and implement income strategy, designed to maximise the school's revenues from grant givers and other donors to both fund certain school activities and elevate the provision
- provide a safe, calm and well-ordered environment for all children and staff
- implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- welcome and work with the Governing Board as appropriate, providing the information it needs to govern effectively
- support distribution and cultivation of leadership throughout the school

The Self-Improving School System

- create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all children
- develop effective relationships with fellow professionals
- model entrepreneurial and innovative approaches to school improvement and leadership
- inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education

Other Areas of Responsibility

The Headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff Code of Conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

PERSON SPECIFICATION

Evidence may be gathered from A= Application, R = Reference, S = Selection Day assessment tasks, activities and interview

Qualifications	Essential (E) / Desirable (D)	Evidence source
<ul style="list-style-type: none"> • Qualified teacher status • Degree in Early Years or other • Clear evidence of commitment to professional development • National professional qualification for headship (NPQH) or equivalent 	<p>E</p> <p>D</p> <p>E</p> <p>D</p>	<p>A</p> <p>A</p> <p>A/S</p> <p>A</p>
Experience	Essential (E) / Desirable (D)	Evidence source
<ul style="list-style-type: none"> • Experience in successfully managing a team • Involvement in school self-evaluation and development planning • Demonstrable experience of successful staff development • Experience of the recruitment process within a school environment • Experience of setting and managing a school budget 	<p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>	<p>A/R/S</p> <p>A/R/S</p> <p>A/R/S</p> <p>A/R</p> <p>A/R/S</p>
Professional Knowledge	Essential (E) / Desirable (D)	Evidence source
<ul style="list-style-type: none"> • Curriculum • Theory & best practice of Early Years education • Safeguarding • Special Educational Needs • Knowledge and understanding of Ofsted framework 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A/S</p> <p>A/S</p> <p>A/R/S</p> <p>A/R/S</p> <p>A/R/S</p>
Safeguarding	Essential (E) / Desirable (D)	Evidence source
<ul style="list-style-type: none"> • Working knowledge and understanding of current legislation and guidance in relation to working with and the protection of children • Commitment to protection and safeguarding of children and cooperation with relevant agencies • Previous leadership role in safeguarding • Knowledge and understanding of practices for <i>Children that are looked after</i> 	<p>E</p> <p>E</p> <p>D</p> <p>D</p>	<p>A/S</p> <p>A/S</p> <p>A/R</p> <p>A/R/S</p>

Professional Skill	Essential (E) / Desirable (D)	Evidence source
<ul style="list-style-type: none"> Understanding of high-quality teaching, and the ability to model this for others and support others to improve Understanding of school finances and financial management Effective communication and interpersonal skills Ability to communicate a vision and inspire others Ability to build effective working relationships and delegate in ways that empower others 	E D E E E	A/R/S A/R/S R/S R/S A/R/S
Philosophy & Commitment	Essential (E) / Desirable (D)	Evidence source
<ul style="list-style-type: none"> Committed to an ethos of inclusive education, building partnerships with families and providing an environment that support open ended exploration and investigation learning. 	E	A/S
Personal Qualities	Essential (E) / Desirable (D)	Evidence source
<ul style="list-style-type: none"> Commitment to getting the best outcomes for all children and promoting the ethos and values of the school Commitment to promoting equality and valuing diversity Ability to inspire and influence others to believe in the importance of high-quality Early Years education. Ability to work under pressure and prioritise effectively Able to demonstrate optimistic personal behaviours and attitudes to build positive relationships. Commitment to maintaining confidentiality at all times Commitment to safeguarding and equality 	E E E E E E E	A/R/S A/R/S A/R/S A/R/S S A A/R

References; Two fully supportive references one of which must be from your current local authority, employer or Board of Governors.