



Manchester City Council - Acacias Community Primary School

Headteacher Job Description

Reports to The Governing Body

Main Purpose of the Job

The Headteacher will:

- Fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.
- Meet the Headteachers' Standards as published by the DfE.
- Seek to achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.
- Promote and safeguard the welfare of all children and young people within the school, by ensuring that the school's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff.
- Ensure that resources are allocated to allow staff to discharge their responsibilities.
- Ensure that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.

Governing Body Priorities

The school's Governing Body wish a particular emphasis to be placed upon the following priorities:

1. To lead in the provision of excellent teaching and learning and raise standards across the school in terms of academic performance so that all pupils achieve to the very best of their ability.
2. To evaluate and develop the school's vision and strategic direction in partnership with all stakeholders. To lead the staff and Governing Body in reviewing the effectiveness and impact of the School Development Plan.
3. To further develop the revised broad and balanced curriculum offer, ensuring inclusivity and progression from EYFS to Y6.
4. To continue to drive the inclusive ethos of the school ensuring highly effective support for children regardless of their starting point or need.
5. To lead the school through rigorous self-evaluation, including quality assurance and performance management at all levels.

6. To develop, inspire and motivate staff to raise standards across the school and monitor progress towards achieving school aims and objectives.

7. To further develop partnerships with a variety of stakeholders through collaboration.

Conditions of Employment

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

Review and Amendment

This job description may be amended at any time after consultation with the post holder. It 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 Headteacher but only after full consultation between them. It will be signed if agreement is reached.

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

Where the role holder is disabled every effort will be made to supply all necessary support, aids, adaptations or equipment to allow them to carry out all the duties of the role. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

PERSON SPECIFICATION: HEADTEACHER

Post: Headteacher

School: Acacias Community Primary School

Salary: L18-24

Reporting to: The Governing Body of Acacias CPS

Applicants should seek to address in their application each of the **10 Headteachers' Standards** (2020) and the **essential criteria** outlined below. Applications should provide practical examples and experience from current and previous role(s) which clearly demonstrate relevant experiences, abilities, skills and knowledge for the post in the specific context of Acacias CPS.

As a broad guideline, the length of the letter of application should be three sides of A4, Font size 11 and Curriculum Vitaes (CVs) will not be accepted.

Qualifications and Experience Essential/Desirable Criteria
Qualifications (All essential) <ul style="list-style-type: none">• Qualified Teacher Status (QTS)• Degree• National Professional Qualification for Headship (NPQH) or be working towards or other relevant leadership qualifications
Experience (All essential) <ul style="list-style-type: none">• Experience across the primary age range• Successful leadership and management experience in a school• Involvement in school self-evaluation and development planning• A proven record of accomplishment of leading whole school improvement• Teaching experience• Demonstrable experience of successful line management and staff development
Skills and Knowledge <ul style="list-style-type: none">• Data analysis skills and the ability to use data for strategic decision making and target setting. (Desirable)• Ability to develop and communicate a vision and to inspire others to follow it. (Essential)• Understanding of high-quality teaching based on evidence, and the ability to model this for others and coach others to improve. (Essential)• Effective communication skills and ability to build effective and professional working relationships. (Essential)

Headteacher Standards

Standard One: 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.

Standard Two: 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.

Standard Three: Curriculum and Assessment

- ensure a broad, structured 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 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.

Standard Four: 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.

Standard Five: 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 regarding the SEND code of practice.

Standard Six: 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.

Standard Seven: 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.

Standard Eight: 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.

Standard Nine: 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.

Standard Ten: 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 relationship 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.

Ethics and Professional Conduct

(Candidates will be expected to demonstrate this through the recruitment process and the panel does not expect this to be directly referenced in the application form)

Headteachers must uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Headteachers must:

- Uphold and demonstrate the [Seven Principles of Public Life](#) at all times.
- Build relationships rooted in mutual respect, and always 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 the school community and profession, Headteachers must:

- 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.

The Governing Body and Manchester City Council are committed to safeguarding and promoting the welfare of children and young people. Headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).