



## Headteacher - Banstead Junior Community School Job Description

### Job Details

**Contract Type:** Full-time, Permanent

**Reporting to:** Board of Governors

**Responsible for:** All staff and Pupils

**Direct Reports:** Deputy Headteacher and Senior Leadership Team

**Salary:** L13-18 (£64,707-£77,051)

### Main purpose

- Lead the school with integrity, prioritizing pupil learning and wellbeing upholding the ethics, professional conduct, and national standards of excellence for Headteachers.
- Establish and sustain the school's ethos and culture, fostering a positive and enriching educational experience for all pupils.
- Develop and oversee effective systems, policies, and processes to ensure smooth school operations.
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the schools' context through an ambitious, inclusive School Development Plan.
- Ensure that schools improvement strategies are effectively implemented, monitoring progress towards achieving the schools' aims and objectives
- Allocate and manage financial resources efficiently and with integrity.
- Serve as a key figure in the school community, driving positive engagement with parents, carers, and stakeholders.
- Attend all Governor meetings, including Full Governing Board, Resources, and Teaching & Learning sub-committees.
- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding
- Train as a Designated Safeguarding Lead and be part of the Designated Safeguarding Lead team.

### Personal qualities

The Headteacher will:

- Uphold public trust in school leadership, maintaining high standards of ethics, behaviour and professional conduct, always observing proper boundaries appropriate to their professional position
- 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
- Build positive and respectful relationships across the school community
- Serve in the best interests of the schools' pupils
- Take responsibility for their own continued professional development, engaging critically with educational research

### Shaping the school

Banstead Community Junior School, The Horseshoe, Banstead, Surrey, SM7 2BQ  
01737 351788 - [info@banstead-junior.surrey.sch.uk](mailto:info@banstead-junior.surrey.sch.uk) - <http://www.bcjs.org.uk>



- Shape the strategic vision for the school in collaboration with the Governing Body and SLT.
- Lead by example, fostering a positive culture where staff work cohesively to achieve shared goals.
- Ensure the school remains sustainable and forward-thinking in its approach to education.

### **School culture and Ethos**

- Create a school culture where pupils experience a positive, enriching, and inclusive learning environment.
- Uphold high expectations of behaviour, ensuring consistency in rules and routines that are clearly communicated to pupils and staff through the school behaviour policy.
- Model exemplary behaviour and ensure all adults in the school demonstrate high standards.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Develop and sustain a culture of professionalism, promoting positive and respectful relationships across the schools' community.

### **Teaching, curriculum and assessment**

- 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 a coherent, broad, and balanced curriculum that meets the diverse needs of all pupils.
- Ensure effective use is made of formative assessment
- 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
- Fulfils the school's statutory duties with regard to the SEND code of practice
- Hold ambitious expectations for all pupils including pupils with additional and special educational needs and disabilities and pupils eligible for pupil premium and enable pupils to access the curriculum and learn effectively through inclusive practices and environment.
- Facilitate targeted curriculum interventions to support pupil progress.
- Work 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



### **Managing the school**

- Oversee and implement efficient systems and policies to ensure the smooth running of the school.
- Manage risk effectively, applying rigorous processes for identifying and mitigating potential issues.
- Deploy staff strategically, ensuring workload is managed effectively and maintaining a culture of professionalism.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care, including the co-ordination of school wraparound care.

### **Managing staff Professional development**

- Foster a professional culture of continuous improvement, ensuring staff have access to high-quality professional development opportunities aligned to balance the priorities of whole-schools improvement, team and individual needs
- Draw on expert professional learning from beyond the schools, as well as within it (including nationally recognised career and professional frameworks and programmes) to build capacity and support succession planning
- Lead, support, and motivate staff, setting clear standards and promoting accountability.
- Implement and oversee performance management processes, recognizing strengths and addressing underperformance.
- Engage in personal professional development, staying updated with national educational policies and research.

### **Governance, accountability and working in partnership**

- Establish and sustain effective working relationships with the Governing Body, understanding and fulfilling governance responsibilities.
- Ensure compliance with statutory and regulatory frameworks, maintaining accountability across all areas of school leadership.
- Foster strong partnerships with parents, carers, and the wider community to enhance pupil outcomes.
- Work collaboratively with other schools and external organizations to share best practices and drive school improvement.

### **Continuous Improvement**

- Conduct rigorous self-evaluation, analysing performance data and monitoring activities to identify strengths and areas for improvement.
- Develop and implement evidence-informed strategies for sustainable school improvement.
- Ensure careful and effective implementation of improvement initiatives, monitoring progress and adapting as necessary.

The Headteacher may also be required to undertake other reasonable duties as may be requested by the Governing Body from time to time.

This job description is subject to the general conditions of service for a Headteacher as set out in the Schools Teachers' Pay and Condition Document. The job description is based on the Headteachers' standard 2020.

## Person specification



Criteria	Qualities
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status,</li> <li>• National professional qualification for headship (NPQH) – completed or in progress preferable</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful leadership and management experience in a primary school [you may want to add a minimum number of years' experience]</li> <li>• Proven ability to drive school improvement and raise standards through accurate school self-evaluation and development planning</li> <li>• Demonstrable experience of successful line management and staff development</li> <li>• Knowledge of Safeguarding legislation and experience of the role of DSL desirable</li> <li>• Minimum of 3 or 5 years as a successful member of a School Leadership team (Deputy or Head)</li> <li>• Teaching experience in a range of settings, especially Key Stage 2</li> <li>• Working with a range of stakeholders and community partners as well as parent engagement initiatives</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Promote and uphold the school's ethos and values.</li> <li>• Ability to set a vision and inspire others to achieve shared goals</li> <li>• Data analysis skills, and the ability to use data to set targets and identify weaknesses</li> <li>• Ability to interpret and use data to tell a compelling story</li> <li>• Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve</li> <li>• Understanding of how inclusive practices ensure all pupils achieve and experience of closing the attainment gap for vulnerable learners</li> <li>• Knowledge of statutory duties and regulatory frameworks.</li> <li>• Understanding of school finances, and resource allocation to ensure effective budget management</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to build effective working relationships, including during difficult conversations/situations with parents</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to always uphold the 7 principles of public life (the Nolan principles)</li> <li>• Strong decision-making skills, balancing strategic priorities with day-to-day management.</li> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to always maintaining confidentiality</li> <li>• Commitment to equality, ensuring that personal beliefs are not expressed in ways that exploit the position</li> </ul>