**Headteacher – Job Description**

**Position:** Headteacher

Reporting to: The Governing Body / Keswick Multi Academy Trust

This job description reflects the [Headteachers’ Standards, 2020](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020).

Main Purpose:

The Headteacher will promote and model the Trust’s values and successfully implement and adhere to the Trustee Board’s and Local Governing Body’s policies in line with the Scheme of Delegation. The Headteacher will create a learning environment in which the resources of the school are effectively managed to secure the achievement of both children and staff.

To provide professional leadership for the school which secures its success and improvement, ensuring high quality education which inspires, motivates and improves standards of learning and achievement.

To work with and through others to secure the commitment of the wider community to the school.

To be responsible for the leadership, internal organisation, management and control of the school, consulting appropriately with stakeholders.

To create a safe and caring environment and to promote and safeguard the welfare of all pupils and staff by ensuring compliance with statutory safeguarding, health and safety, data protection and other legislation.

To develop and maintain a culture of cross school working between the schools in the Trust by facilitating staff access to support networks and work in close partnership with other senior staff within the Trust.

The appointment is subject to the current conditions of employment of Headteachers, contained in the [School Teachers’ Pay and Conditions](https://www.gov.uk/government/publications/school-teachers-pay-and-conditions) document and other current educational and employment legislation. In carrying out their duties, the Headteacher will consult, where appropriate, with the Governing Body, the Trustees, the staff of the school, the pupils and parents/carers.

The [Teachers’ Standards](https://www.gov.uk/government/publications/teachers-standards) (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for Headteachers are built. Headteachers, like other teachers, are expected to meet the teachers’ standards. The Headteachers’ standards articulate how Headteachers can meet both the additional responsibilities of headship and the requirements of the teachers’ standards.

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers’ standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

* selflessness
* integrity
* objectivity
* accountability
* openness
* honesty
* leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour.

Both within and outside school, Headteachers:

* build relationships rooted in mutual respect, and at all times 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 their school community and profession, Headteachers:

* 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

**Headteachers’ standards**

1. **School culture**

Headteachers:

* + 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
1. **Teaching**

Headteachers:

* + 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
1. **Curriculum and assessment**

Headteachers:

* + 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 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
1. **Behaviour**

Headteachers:

* + 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
1. **Additional and special educational needs and disabilities**

Headteachers:

* + 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 with regard to the SEND code of practice
1. **Professional development**

Headteachers:

* + 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
1. **Organisational management**

Headteachers:

* + 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
1. **Continuous school improvement**

Headteachers:

* + 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
1. **Working in partnership**

Headteachers:

* + 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
1. **Governance and accountability**

Headteachers:

* + 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

*Please note:*

* ***Bassenthwaite School is committed to safeguarding and promoting the welfare and well-being of its pupils, engages with young people and staff in policy and practice developments, proactively encourages feedback and expects all staff and volunteers to share this commitment.***
* *This post is subject to an enhanced DBS disclosure for regulated activity and will require the completion of a criminal history/suitability self-disclosure form prior to interview. Satisfactory references, pre-employment ID and medical checks will also be required before any offer is finalised. In addition, if appointed, a completed childcare disqualification declaration will also be required.*
* ***Bassenthwaite School is an equal opportunities employer.***