

Job Description and Person Specification

The duties outlined in this Job Description are in addition to those covered by the current School Teachers' Pay and Conditions Document and the National Standards of Excellence for Headteachers (2015). It may be modified by the governing body to reflect or anticipate changes in the job, commensurate with the salary and job title.

Core Purpose of the job

The core purpose of the Headteacher is to provide professional leadership and management for Beormund School, in order to secure ongoing success, improvement and efficiency by ensuring high quality education for all pupils and continuously improving standards of learning and achievement. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Headteachers must establish a culture that promotes excellence, equality, high expectations and the safety of all pupils.

The Headteacher is the leading 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, for example, schools, other services and agencies for children, the LA, higher education institutions and employers. Through such partnerships and other activities, Headteachers play a key role in contributing to the development of the education system as a whole, and collaborating with others to raise standards of achievement and behaviour locally.

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

Shaping the Future

Critical to the role of headship is working with the Governing Body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

Qualities and Knowledge:

The Headteacher will:

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for our pupils.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards our pupils, staff parents/carers, Governors and the local community.
3. Lead by example – with integrity, creativity, resilience and clarity: drawing upon their own scholarship, expertise and skills, and of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and beyond 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. Compellingly communicate the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and Staff:

The Headteacher will:

1. Demand ambitious standards for all our 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 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 upon 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 standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
7. Create an ethos where all pupils are fully included and supported to achieve their potential.

Systems and Processes:

The Headteacher will:

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 inclusive environment for all pupils, staff and volunteers, focussed upon safeguarding pupils and promoting their welfare and well-being 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 excellence in 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 and curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievement and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and to hold each other to account for their decision making.

The Self-improving School System:

The Headteacher will:

1. Ensure our School is outward-facing and works with other schools and organisations – in a climate of mutual challenge – to champion best inclusive practice in behaviour and secure achievements for all pupils.
2. Develop effective relationships with professionals and colleagues in other community services 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 for 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 the school – to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Strengthening Community:

The Headteacher will:

1. Build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
2. Create and promote positive strategies for celebrating diversity and challenging prejudice in all its forms.
3. Ensure that the systems are in place to positively manage behaviour throughout the school and tackle any instances of bullying in the real or virtual world.
4. Ensure that learning experiences for pupils are linked into, and integrated with, the wider community.
5. Ensure a range of community-based learning experiences.
6. Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
7. Create and maintain effective partnerships with parents and carers, actively encouraging their participation in school life and their children's education.
8. Seek opportunities to welcome parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
9. Contribute to the development of the education system and, in particular, inclusive practice and the LA's behaviour support strategy by sharing effective practice, working in partnership with other schools and promoting innovative initiatives.

Securing Accountability:

The Headteacher will:

1. Ensure that the school meets all statutory requirements.
2. Ensure a safe learning environment, which sets the safety of pupils and the whole-school community at the heart of its working practices, ensuring that child protection and safeguarding practices are prioritised and fully embedded.
3. Ensure that parents, carers and pupils are well informed about all aspects of the School and about attainment, progress and targets for further improvement.
4. Ensure that individual and group accountability are clearly defined, shared and owned so that everyone understands their role, impact and responsibilities within the organisation.
5. Ensure that every child is known, cared for and supported so that they can succeed.

Special Conditions of Service

- The Rehabilitation of Offenders Act, 1974 (Exceptions) Order 1976 requires applicants for employment who will have access to young children and young people to disclose all their previous convictions, bind over orders and caution.
- Because this post allows substantial access to children, candidates are required to comply with the departmental procedures in relation to police and health checks which have been instituted pursuant to DHSS Circular LAS (86) 10.
- Your appointment to a position with Southwark Council, is subject to the receipt of satisfactory Enhanced Disclosure and Barring Service disclosure and other vetting checks as detailed in 'Keeping Children safe in Education' (DfE September 2026).

Person Specification:

The Headteacher of Beormund School will need the specific skills, knowledge, attributes, experience, training and qualifications to carry out the main functions of the role, as set out in the Job Description. In particular, the Headteacher will demonstrate the following:

Qualifications and Experience

Selection criteria	Essential or Desirable
Qualified Teacher Status	Essential
Successfully completed or part-way through NPQH	Desirable
Successful recent experience of senior leadership	Essential
Experience of at least two of the key stages in the primary range or EYFS	Desirable
Evidence of inspirational and collaborative leadership, strategic planning, effective school improvement and target setting	Essential
Experience of coaching, guiding and mentoring individuals and teams	Essential
Experience of the school self-evaluation and performance management processes and their impact on raising standards	Essential
Evidence of working with parents / carers and the community	Essential
Experience of working effectively with a Governing Body and enabling Governors to fulfil their roles and meet their responsibilities	Essential
Experience of working in collaboration with other schools, fellow professionals and external organisations to improve academic and social outcomes for all children	Essential
Experience of successful leadership within an SEN school/provision or significant experience as a SEND Coordinator/Inclusion Lead	Essential

Qualities and Skills

Selection Criteria	Essential or Desirable
High expectations and passionate about teaching and learning with an ambition for excellence	Essential
Excellent analytical, problem solving, negotiating and decision-making skills	Essential
Excellent communication skills – written, verbal and interpersonal skills	Essential
To be approachable and visible, demonstrating optimistic personal behaviour, positive relationships and attitudes towards children, staff, parents/carers, Governors and members of the local community	Essential
Communicate clearly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel	Essential
Ability to distribute leadership, showing trust in staff and teams and enable them to take on responsibility and hold each other to account for their decision making	Essential
Maintain an ethos within which staff are motivated and supported to develop their own skills and subject knowledge through continuous professional development	Essential
Ability to ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution they make to achieving the school's targets for improvement	Essential
Excellent organisational skills	Essential
Ability to demonstrate strong financial management skills, using the school budget effectively to the benefit of the children	Essential
Be committed to safeguarding and promoting the welfare and well-being of children and the development of their self-esteem	Essential
Practice equal opportunities in all aspects of the role	Essential
Demonstrate a commitment to the inclusion of all pupils	Essential

Knowledge and Understanding

Selection Criteria	Essential or Desirable
An up-to-date understanding of national policy, curriculum developments and the statutory and legal framework within which a school operates, including the Common Inspection Framework	Essential
Knowledge of effective assessment for learning practices and an understanding of the impact of excellent questioning and immediate feedback on the progress of learners	Essential
A sound understanding of how children learn, how teachers can best teach and how to raise standards through careful monitoring and target setting	Essential
Ability to understand, value and make positive use of the rich social and cultural diversity within the school and the surrounding community	Essential
Knowledge of the management of children's behaviour and attitudes to learning and the ability to put this into practice	Essential
Up to date knowledge of SEND and inclusion provision, with particular reference to children with social, emotional, behavioural and mental health needs	Essential
Knowledge of child protection and safeguarding systems	Essential
Demonstrate an understanding and commitment to developing effective partnerships with pupils and the wider community	Essential

Personal Qualities

Selection Criteria	Essential or Desirable
Good judgement; ability to assess and balance risks and opportunities	Essential
Emotionally resilient; able to remain calm in difficult situations and to be flexible and manage change	Essential
Ability to perform effectively under pressure	Essential