

JOB DESCRIPTION



READING BOROUGH COUNCIL	Department/Directorate: DESSH
Post Reference No:	Location: Blagrove Nursery School
Job Title: Headteacher	Grade/Salary Range: L6-18

JOB PURPOSE

- Lead and manage Blagrove Nursery School to provide quality education for children and their families.
- Lead, motivate, support, challenge and develop staff to secure continuous improvement.
- Work with the Governing Body to develop the strategic direction of the Nursery School with the local, national and international community.
- Teach in Nursery 0.4 each week.

DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE

To lead the Nursery team with support of the Governing body.

To teach in the nursery for 0.4 of each week.

This job description is subject to negotiation from time to time- in accordance with the changing needs and requirements of the school and to ensure that legislative requirements are met.

MAIN DUTIES AND RESPONSIBILITIES

The Headteacher is expected to meet the National Standards for Headteachers (2020)

To undertake the professional duties of a Headteacher as set out in the School Teachers' Pay and Conditions Document - in the following key areas:

Strategic direction and development of the school

Working with the Governing Body to create a shared vision and strategic plan which inspires and motivates children, 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 children.

The Headteacher will ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.

Work within the school community to translate the vision in agreed objectives and operational plans, which will promote and sustain school improvement.

Demonstrate the vision and values in everyday work and practice. Motivate and work with others to create a shared culture and positive climate.

Ensure that the school has an embedded culture in which Safeguarding is the top priority.

Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.

Ensure that the strategic planning takes account of the diversity, values and experience of the school and community at large.

Ensure that the school has the necessary policies, practices and action plans in place -and that they are regularly monitored, evaluated, reviewed and acted upon.

Leading Teaching and Learning

Headteachers have a central responsibility for raising the quality of teaching and learning and for childrens' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable children to become effective, enthusiastic, independent learners, committed to life-long learning.

Actions

Ensure a consistent and continuous school-wide focus on childrens' achievement, using data and benchmarks to monitor progress in every child's learning.

Ensure that learning is at the centre of strategic planning and resource management.

Establish creative, responsive and effective approaches to learning and teaching.

Plan and deliver child initiated learning and adult led interactions.

Ensure a culture and ethos of challenge and support where all children can achieve success and become engaged in their learning.

Promote inclusion, diversity and equality throughout the school.

Demonstrate and articulate high expectations and set stretching targets for the whole school community.

Implement strategies that secure high standards of behaviour and attendance.

Determine, organise and implement a diverse, flexible curriculum and implement effective assessment framework.

Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of children.

Monitor, evaluate and review practice and promote improvement strategies.

Challenge underperformance at all levels and ensure effective corrective action and follow-up.

Create effective partnerships with parents/carers to support pupils' achievements and personal development.

Develop links with the local community to enhance and extend the curriculum.

SENCO

The SENCO will develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement. The SENCO should collaborate with colleagues so that the learning for all children is given equal priority, and available resources are used to maximum effect.

Actions

Overseeing the day-to-day operation of the school's SEND policy

Coordinating provision for children with special educational needs

Liaising with and advising colleagues

Overseeing the records of all children with special educational needs

Liaising with parents/carers of children with special educational needs

Contributing to the in-service training of staff

Liaising with the REYS Federation SENCO and external agencies including the LA's support and educational psychology services, health and social services, and other voluntary bodies.

Leading and Managing staff and self

Effective relationships and communication are important in headship as Headteachers work with and through others. Effective Headteachers manage themselves and their relationships well. Headship is about building a professional learning community that enables others to achieve. Through performance management and effective continuing professional development practice, the Headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, Headteachers should be committed to their own continuing professional development.

Actions

Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.

Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.

Develop and maintain effective strategies and procedures for staff induction, professional development and performance review.

Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.

Acknowledge the responsibilities and celebrate the achievements of individuals and teams.

Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory, ensuring that everyone's professional duties and conditions of employment - as set out in the School Teachers' Pay and Conditions Documents - are fulfilled.

Regularly review own practice, set personal targets and take responsibility for own personal development.

Manage own workload and that of others to allow an appropriate work/life balance.

Managing the organisation

To deploy people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context.

Actions

Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school, implement successful performance management processes with all staff.

Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.

Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all children and provide value for money.

Ensure that the accommodation provides a positive learning environment. Manage and organise accommodation to ensure that it meets the needs of the curriculum and complies with health and safety requirements. Implement Reading Borough Council's Health and Safety Policy and Procedures with Level 3 responsibility.

Manage the admissions of children in line with the Nursery School's Admissions Policy.

Accountability

Headteachers are accountable to a wide range of groups particularly children and families, Governors and the Local Authority, staff members and the wider community.

Actions

Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.

Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including Governors, the LA, Ofsted, DfE and others- to enable them to play their part effectively.

Ensure that parent/carers and pupils are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting children's learning and achieving the school's targets for improvement.

Safeguarding children and safer recruitment

This school is committed to safeguarding and promoting the welfare of children and young people as required in "Keeping Children Safe in Education 2023" children and expects all staff and volunteers to share this commitment.

Actions

The Headteacher should ensure that:

The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.

Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing in the assessment of children.

All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practice.

To Implement Blagrove Nursery's vision through policy, including Safeguarding (using "Keeping Children Safe in Education 2023") health and safety, equality and diversity as a priority.

To be the Designated Person for Child Protection.

Strengthening community

Headteachers share responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

Actions

Build a school culture and curriculum which take account of the richness and diversity of the school's communities.

Create and promote positive strategies for challenging inequality, racial bias and other prejudice.

Ensure learning experiences for children are linked into and integrated with the wider community.

Ensure a range of community-based learning experiences.

Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of children and their families.

Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.

Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value within the wider community.

Contribute to the development of EYFS by, for example, sharing effective practice, working in partnership with other schools within the REYS Federation and promoting innovative initiatives.

Work proactively with the REYS Federation to provide extended opportunities for children and families.

Co-operate and work with relevant agencies to protect children.

SCOPE OF JOB (Budgetary/Resource control, Impact)

Manage Nursery budget - diligent monitoring of expenditures to ensure financial sustainability while meeting the educational goals.

PERSON SPECIFICATION

Reading Borough Council	Department/Directorate: DESSH - Blagrove Nursery School
Job Title: Headteacher	Post Reference No:

Qualifications/Education/Training:

- Qualified Teacher Status
- First degree or equivalent graduate training desirable
- NPQH or commitment to obtaining this qualification in the first year of headship.
- Evidence of ongoing professional development
- SENCO experience desirable

Experience:

To have had some management experience in Early Years

Skills and Abilities:

- Excellent knowledge of the EYFS
- Significant experience of working in an Early Years setting.
- Knowledge of current Safeguarding/Children Protection Procedures (Keeping Children Safe in Education 2023)
- Energy and perseverance to effectively manage Nursery on a day-to-day basis
- Excellent communication skills - to maintain the ethos and values that underpin a successful and fully inclusive school
- Experience and understanding of effective provision for children with SEND
- Ability to inspire confidence and motivate adults and children
- Know strategies to manage challenging situations effectively
- Recruit, support and retain staff of highest quality - developing their professional skills-Safer Recruitment qualification (desirable)
- Excellent classroom practitioner/ role model
- Knowledge and experience of assessment and target setting
- Knowledge of effective record keeping and report writing
- Understanding and interpreting statistical data to raise standards
- Experience in leadership and management
- Involvement in formulating and evaluating a School Strategic Plan
- Experience of EYFS curriculum development and its implementation
- Experience in behaviour management, inclusion issues and knowledge of the SEND Code of Practice
- Budgetary experience
- Dealing flexibly with possible changing circumstances, building constructive relationships with the LA and outside professional agencies
- Working effectively with the school's Governing Body
- Effective liaison with REYS Federation schools-developing further existing relationships

Specific Working Requirements:

An enhanced DBS check will be required

Health/Safety Responsibilities Level 3 will be required -once appointed