**Headteacher of Bubwith Community Primary School**

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**Job Description**

**[This is based on the DfE Headteachers’ Standards 2020.]**

**Section 1: Ethics and professional conduct**

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**](https://www.gov.uk/government/publications/the-7-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:

1. build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
2. show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
3. uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
4. 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:

1. serve in the best interests of the school’s pupils
2. 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
3. uphold their obligation to give account and accept responsibility
4. know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
5. take responsibility for their own continued professional development, engaging critically with educational research
6. make a positive contribution to the wider education system

**Section 2: Headteachers’ Standards**

1. **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 where everyone feels welcome
* Ensure a culture of high staff professionalism
* Communicate and celebrate a positive image of the school
* Lead and manage change effectively

**2. 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
* Ensure that effective use is made of formative assessment
* Be a good or outstanding teacher and undertake a regular teaching commitment

**3. Curriculum and assessment**

* Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught, building on the CUSP curriculum that has been adopted by the school
* Establish effective curricular leadership, leading some subjects themselves and 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 with Little Wandle
* Ensure valid, reliable and proportionate approaches are used when assessing pupils’ knowledge and understanding of the curriculum

**4. 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

**5. 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 needsand 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

**6. 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 all support staff are part of a professional development system that recognises their skills and organises appropriate training opportunities
* 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

**7. Organisational management**

* Ensure the protection and safety of pupils and staff through effective approaches to safeguarding including in respect of e-safety, as part of the duty of care
* Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
* Consider environmental impact when making decisions about the school building, grounds and curriculum
* Ensure the effective deployment of support staff across the school (e.g. in classrooms, the office, kitchen and school maintenance)
* Ensure staff are managed well with due attention paid to workload
* Establish and oversee systems, processes and policies that enable the school to operate effectively, efficiently and sustainably
* Ensure rigorous approaches to identifying, managing and mitigating risk

**8. 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

**9. Working in partnership**

* Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community including SHAC, the Treehouse Nursery, FOBS, the parish council and the village parent and toddler group
* Build links with national and international groups, developing pupils’ global awareness
* Commit the school to work successfully with other schools and educational 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

**10. Governance and accountability**

* Understand and welcome the role of an effective governing body, upholding their obligation to give account and accept responsibility
* Establish and sustain a professional working relationship with governors, facilitating class and subject link visits, attending committee meetings and providing the necessary reports, data and planning documents
* Ensure that staff know and understand their professional responsibilities and are held to account
* Ensure the school operates effectively and efficiently within the required regulatory frameworks and meets all statutory duties

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**Person Specification**

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|  | *The application should show the extent to which the applicant can demonstrate success in the following areas.* | **E:** essential  **D:** desirable | **A:** application form  **I:** interview process  **R:** reference |
| **Domain one:**  **School Culture** | Communicating the school’s vision compellingly  Driving or contributing to the strategic leadership of the school and empowering pupils and staff to excel  Demonstrating positive personal behaviour and enthusiasm in their relationships and attitudes towards their pupils and staff, parents, governors and members of the local community  Leading by example – with integrity, creativity, reflection, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them  Collaborating, delegating, monitoring and reviewing effectively  Promoting extra-curricular activities | E  E  E  E  E  E | I  I  A & I  A & I  A & I  A & I |
| **Domain two:**  **Curriculum and Teaching** | Promoting ambitious standards for pupils across the school, overcoming disadvantages and advancing equality, instilling a strong sense of accountability in teaching staff for the impact of their work on pupils’ outcomes  Foster a caring, well-structured and creative learning environment, including use of the outdoor space, where pupils are confident to ask questions, use initiative and reflect on their own skills and progress  Creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other  Securing high quality teaching through analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design leading to rich curriculum opportunities and pupils’ well-being  Holding staff to account for their professional conduct and practice | E  E  D  E  D | A & I  A & I  I  A & I  I |
| **Domain three:**  **Organisational Effectiveness** | Providing a safe, calm and well-ordered environment for pupils and staff, focused on safeguarding pupils and  developing their exemplary behaviour in school and in the wider society  Carrying out rigorous, fair and transparent teacher performance management, addressing any under-performance and supporting staff to improve and work towards excellent practice  Creating a peer support culture so that the best teachers share practice and raise the overall standard of teaching across the school  Reviewing and revising whole school policies  Exercising strategic financial planning in the best interests of pupils’ achievements and the school’s sustainability. | E  E  D  E  D | A & I  A & I  A & I  A & I  A & I |
| **Domain four:**  **The self-improving school system** | Inspiring and influencing others – within and beyond school – to believe in the fundamental importance of education in young people’s lives and to promote the value of education  Shaping the current and future quality of the teaching profession through high quality training and sustained professional development for individual teachers and/or all staff | D  D | I  A & I |
| **In addition the interview panel will consider evidence for:** | Qualified teacher status  Other relevant qualifications, including a degree  Relevant and recent CPD  Successful leadership in a senior role in their current school with evidence of focused and measurable outcomes  Experience of class teaching in both key stage 1 and key stage 2 and of teaching EYFS pupils | E  E  E  E  D | A  A  A & I  A, I & R  A & R |