

JOB DESCRIPTION

HEADTEACHER



NAME OF POST HOLDER: _____

PAY RANGE: L16-L22

This job description is subject to the general conditions of service for a Headteacher as set out in the current School Teachers' Pay and Conditions Document.

Job Purpose

Our Headteacher will be the leader of a strong whole school team, which strives for excellence, has a clear, shared vision and high aspirations for all our children. They will carry out duties in accordance with current Education Acts and other relevant legislation, reporting to the Governing Body.

The Headteacher is responsible for the day to day running of the school.

Shaping the Future

- Ensure the vision for Charlton Kings Junior School is clearly articulated, shared and acted upon effectively by all.
- Work within the school community to translate our vision into 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 creativity, innovation and the use of new technologies to achieve excellence.
- Ensure that strategic planning takes account of the diversity, values and experience of the school and the community at large.

Leading Teaching and Learning

- Ensure a consistent and continuous school-wide focus on pupils' 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
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- Demonstrate and articulate high expectations and set stretching targets for the whole school community
- 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
- Implement strategies which secure high standards of behaviour and attendance
- Determine, organise and implement a diverse, flexible curriculum and an effective assessment framework
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experiences of pupils
- Monitor, evaluate and review classroom practice and promote improvement strategies

- Challenge under performance at all levels and ensure corrective action and follow-up

Developing Self and Working with Others

- 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 expectation for self and others and take appropriate action when performance is unsatisfactory
- 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

- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities
- Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- Recruit, retain and deploy staff appropriately and manage their workloads to achieve the vision and goals of the school
- Implement successful performance management processes with all staff
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Ensure that the range, quality and use of all available resource is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- Use and integrate a range of technologies effectively and efficiently to manage the school

Securing Accountability

- To fulfil commitments arising from contractual accountability to the Governing Body
- Develop a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences, including governors, parents and carers
- Reflect on personal contribution to school achievements and take account of feedback from others

Strengthening Community

- Build a school culture and curriculum which takes account of the richness and diversity of the school's communities
- Create and promote positive strategies for challenging racial and other prejudice and dealing with harassment of any description
- Ensure learning experiences for pupils are integrated with the wider community
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils 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, carers and community figures into the school to enhance and enrich the school and its value to the wider community
- Contribute to the sharing of effective practice, working in partnership with other schools and promoting innovative initiatives
- Co-operate and work with relevant agencies to protect children

Professional responsibilities

Uphold high standards within the profession by adhering to the general conditions of service for a Headteacher as set out in the current School Teachers' Pay and Conditions Document.

- Uphold and demonstrate the Seven Principles of Public Life at all times (known as the Nolan Principles).
- Actively engaging in professional development opportunities.
- Performing at a standard commensurate with grade as articulated by the school's professional matrix and the Headteacher's Standards (DfE, 2020).

The postholder will be subject to an enhanced DBS disclosure and suitability check to satisfy child protection requirements. The post is exempt from the provisions of the Rehabilitation of Offenders Act and all convictions or cautions must be declared.

At all times ensure that priority is given to the safeguarding of young people and that Safeguarding Policies and Procedures are followed.

This job description does not define in detail all the duties/responsibilities of the post. It will be reviewed once a year and may be subject to modification or amendment after consultation and agreement with the postholder.

Signed: _____ (Employee) Date: _____

Signed: _____ (Chair of Governors)

Headteacher

Person Specification



	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree level education 	<ul style="list-style-type: none"> • NPQH or NPQEL qualified • National Special Educational Needs Qualification • Evidence of further advanced qualifications or training • DSL Training
Experience and Competence	<ul style="list-style-type: none"> • Senior Leadership experience as Head, Deputy or Assistant Headteacher at KS2 level. • Record of successful class teaching with substantial teaching experience. • Current understanding of the National Curriculum. • Understanding of the management of behaviour and attendance. • Evidence of effective liaison with a range of agencies and settings. • Experience of planning and managing projects for implementing change. • Proven experience of teaching children with diverse learning needs. • Experience of working effectively with governors, other colleagues, parents and external agencies. • Experience in using effective models and principles of learning and assessment for learning, informed by research. 	<ul style="list-style-type: none"> • Knowledge and experience of teaching in KS1. • Experience of effective impact with SEND pupils. • Experience of supporting the professional development of others. • Knowledge or experience of submitting evidence to secure an EHCP. • Specific knowledge or experience of pastoral support for pupils. • Experience of working with a range of evidence including performance data and external evaluations to improve aspects of school life, including challenging poor performance.
Knowledge, Skills and Abilities	<ul style="list-style-type: none"> • Understanding of, and commitment to, the requirements of safeguarding children and young people. • Ability to acquire and apply new skills and knowledge in a professional context. • Ability to raise the quality of teaching and learning. • Ability to implement strategies for raising attainment and achieving excellence for pupils, staff and self. • Proven ability to lead curriculum design and management. • Ability to develop interpersonal relationships and models of continuing professional development. • Ability to use data (in a variety of forms), benchmarking and feedback to monitor progress in pupils' learning and development to inform personalisation and identify key objectives for the school. • Ability to create policies, though informed decision making, consultation and informed judgements. 	<ul style="list-style-type: none"> • A courageous, approachable, empathetic and inspirational leadership style. • Knowledge of implementation of the SEN Code of Practice. • Proficient in the use of ICT and software. • Knowledge of the wider community beyond the school and the opportunities it provides for pupils and the school community. • Knowledge of the issues and processes surrounding Child Protection and the care of Looked After Children.

	<ul style="list-style-type: none"> • Knowledge of strategic financial planning, budgetary management and application of the principles of best value for money. • Ability to manage a school on a day-to-day basis including delegating management of tasks and monitoring their implementation. • Commitment to working with other schools and the community to promote school improvement. • Ability to communicate highly effectively and build good relationships with a wide range of stakeholders. • Able to engage, motivate and inspire. 	
Personal Qualities	<ul style="list-style-type: none"> • Accurate and precise. • Excellent interpersonal skills. • Able to maintain calm demeanour when confronting challenging situations. • Professional and loyal. • Nurturing and aspirational for children. • Self-motivated with a high level of organisational skills and the ability to prioritise workload effectively. • Proactive and determined. • Committed to the wider life of the school. 	<ul style="list-style-type: none"> • Adaptable to changing circumstances and new ideas.