

**Headteacher Job Description**

**Name:**

**Post: Headteacher**

**Responsible To: CEO and School Governance Committee**

**Pay Range: Main Pay Range**

1. **Job Purpose**
	1. To provide vision and inspiration for the school
	2. To provide leadership, organisation and management of the school
	3. To work with the governing body and staff to develop and implement the school's strategic plan
	4. To work with the governing body to manage the school within the available resources
	5. To ensure continual improvement and high quality, creative and fulfilling education across all age groups and abilities in order to maximise educational, social and emotional development for all
	6. To develop standards of teaching, learning and achievement both in accordance with statutory requirements and in keeping with the special ethos of this school
	7. To work collaboratively with MAT heads and to encourage collaboration at all levels within the Trust
2. **Ethos**
	1. Undertake overall responsibility as the designated senior member of staff ‘in charge’
	2. Actively participate in formulating the aims, objectives of the school and take a leading role in developing and implementing the policies through which they are to be achieved
	3. Lead and manage teaching and support staff and resources;
	4. Carry out the professional duties of a teacher as required
	5. Take responsibility for promoting and safeguarding the welfare of children and young people within the school

# Leadership, management and accountability

* 1. To lead and manage teaching and support staff
	2. To monitor and review the work and organisation of the school to ensure effective implementation of policy and practice
	3. To enable all children to maximise achievement and minimise all forms of educational disadvantage
	4. To manage and monitor finance and resources effectively and efficiently in line with the strategic direction of the school
	5. To promote the development of teamwork, professional development and collective responsibility within the staff
	6. To liaise as necessary and appropriate with other recognised organisations or agencies in order to meet the needs of the school or those of any child, employee, parent/carer.
	7. To work collaboratively and strategically with the heads of the other schools within the co-operative trust to facilitate
		1. collaborative working for teaching staff at all levels
		2. appropriate and effective sharing of resources
		3. future strategic development
1. **Teaching and Learning**
	1. Exemplify a consistently high standard of teaching and promote high expectations for all members of the school community Lead by example to promote the active involvement of pupils and staff in their own learning.
	2. Develop and review of all aspects of the curriculum including planning, recording and reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils;
	3. Implement agreed strategies for teaching and learning, ensuring that staff colleagues are fully informed, trained and supported.
	4. Lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality;
	5. Monitor learning in all curriculum areas and ensuring that recording of impact is consistently high across the school;
	6. Encourage the development of confident, independent and active learners across the school
	7. Monitor standards of teaching in the classroom and to appraise the quality of teaching throughout the school
	8. Ensure that all children receive a good quality education tailored to their individual needs and abilities
	9. Ensure that all aspects of school performance including pupil assessment are tracked, monitored and evaluated in a robust and rigorous manner and that this information is used to improve outcomes
	10. Work with staff and parents/carers to ensure that children have access to extracurricular opportunities and other educational and social experiences
2. **Communication and Partnership**
	1. Create and maintain an effective partnership with parents/carers to support and improve children's achievement and personal development
	2. Ensure that the school engages and communicates with the parents/carers in order to provide them with necessary information and to encourage their involvement in the life of the school
	3. Encourage and support the school's engagement with the wider community in order to promote a positive image of the school and to identify potential opportunities
	4. Organise and lead regular calendared staff meetings.
3. **Site & Premises management**
	1. Oversee Caretaking, Cleaning and Catering services on the school site;
	2. Liaise with contractors regarding working arrangements / access to the school site for maintenance, repairs and other scheduled project work.
	3. Oversee site security arrangements and take action as necessary to ensure the safety and wellbeing of pupils, staff and visitors to the site.;
	4. Undertake the role of site Fire Officer
4. **Safeguarding, equal opportunities and diversity**
	1. Be responsible for promoting and safeguarding the welfare of the children through ensuring that the school's safeguarding policy and procedures are adhered to
	2. Act as DSL (Designated Safeguarding Lead - see appendix 1)
	3. Maintain an environment in which equal opportunities for all and the value of diversity are understood, visible and part of the everyday life of the school
	4. Encourage personal and social responsibility
	5. Identify and monitor the progress of vulnerable individuals or groups and to implement such interventions as may be effective to support them including the use of Pupil Premium and SEND funding
	6. Promoting and safeguarding the welfare of all children in the school, or with whom he/she comes into contact, in accordance with the Trust’s and the school’s safeguarding policies.
	7. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).
	8. Undertake responsibility, as detailed in appendix 1, as Designated Safeguarding Lead (DSL) who has lead responsibility for dealing with all safeguarding issues within the school and, if necessary across the wider federation / partnership.
5. **General**
	1. Participate in training and other learning activities and performance development as required.
	2. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with parents / staff colleagues and all visitors to the school.
	3. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the school’s business at all times.
	4. Act as an ambassador for the school within the local community and beyond, ensuring that the ethos of the school is promoted and supported at all times.
	5. Undertake any other reasonable tasks and responsibilities as requested by the Principal and Governors which fall within the scope of the post.
	6. It is the responsibility of all staff to be proactive in communication: communicating issues to their line manager; ensuring that staff e-mails are checked regularly and ensuring calendars are checked regularly for updates.

Appendix 1

**Role of the designated safeguarding lead**

Governing bodies, proprietors and management committees should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

**Deputy (alternate) designated safeguarding leads**

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

**Managing referrals**

The designated safeguarding lead is expected to:

* refer cases of suspected abuse to the local authority children’s social care as required;
* support staff who make referrals to local authority children’s social care;
* refer cases to the Channel programme where there is a radicalisation concern as required;
* support staff who make referrals to the Channel programme;
* refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
* refer cases where a crime may have been committed to the Police as required.

**Work with others**

The designated safeguarding lead is expected to:

* act as a point of contact with the three safeguarding partners;
* liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
* as required, liaise with the “case manager” (as per Part four of Keeping Children Safe in Education 2016) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
* liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
* act as a source of support, advice and expertise for all staff.

**Training**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role.

This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

* understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements.;
* have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
* ensure each member of staff has access to and understands the school or college’s child protection policy and procedures, especially new and part time staff;
* are alert to the specific needs of children in need, those with special educational needs and young carers;
* understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
* understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
* are able to keep detailed, accurate, secure written records of concerns and referrals;
* understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
* are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
* can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
* obtain access to resources and attend any relevant or refresher training courses; and
* encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

**Raising Awareness**

The designated safeguarding lead should:

* ensure the school or college’s child protection policies are known, understood and used appropriately;
* ensure the school or college’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
* ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
* link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements. .

**Child protection file**

Where children leave the school or college the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

**Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.