

**TEACHING STAFF**  
**JOB DESCRIPTION**

<b>ROLE TITLE</b>	Headteacher
<b>CONTRACTED HOURS</b>	Full-time / year-round
<b>LOCATION</b>	Henderson Green Primary Academy
<b>GRADE / SCALE POINT – SALARY</b>	Leadership range L11 – L17
<b>REPORTING TO</b>	Local Governing Body, Trust Education Director, Trust CEO
<b>DATE</b>	September 2024

**INTRODUCTION**

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:

**INTEGRITY**

**INCLUSION**

**KINDNESS**

The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

**Excellent education** – we have plans for work in primary, secondary and special education which aim by 2026 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs.

**Excellent staff** – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

**Excellent support for schools** – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.

**JOB PURPOSE**

To deliver and sustain educational excellence in teaching and learning throughout the school and more widely as part of the Trust's Senior Leadership Team, through a range of leadership strategies.

## **KEY TASKS & RESPONSIBILITIES**

### **STRATEGIC DEVELOPMENT**

1. Challenge educational under-achievement and inspire children to reach their full potential and achieve our trust aim of unlocking the potential of all children, remove the barriers to aspiration and ensure that all our children succeed;
2. Establish and develop the school as a centre of educational excellence and success, developing partnerships with pupils, parents, the local community and other schools across the Trust and beyond;
3. Manage the organisational and educational change necessary to achieve and sustain success;
4. Continuously develop the physical environment and facilities of the school to provide a positive, welcoming and safe environment for learning;
5. Take overall management responsibility for all resources - administration (including finance administration), maintenance, catering and cleaning;
6. Report regularly as required to the Governing Body and undertake all responsibilities detailed in the Trust's scheme of delegation;
7. Actively participate as a member of the Trust's Senior Leadership Team to the development of the Trust as a whole.
8. Implement and monitor the operation of policies and procedures to successfully deliver the school's strategic development;
9. Implement and maintain the school's improvement plan and self-evaluation procedures;
10. Develop and implement a clear and progressive staffing strategy;
11. Instil a culture of common accountability in all staff for pupil performance and attainment;
12. Ensure all statutory requirements are met.

### **TEACHING AND LEARNING**

1. Advocate and develop innovative ways of teaching and learning to meet the needs of pupils of all abilities through the continuing development of a broad, balanced and stimulating curriculum;
2. Provide a sound foundation for pupils' learning and monitor progress carefully;
3. Ensure a wide range of activities for pupils to give them confidence in their ability to take on new challenges, raise aspirations and increase self-belief;
4. Encourage and promote the highly effective evidence-based use of IT to support teaching and learning through the Trust's &iLearn strategy;
5. Recognise and celebrate the distinctive nature of the school by encouraging a wide range of extra-curricular trips and activities, subject to any ongoing Covid restrictions, and ensuring that traditions are respected;

6. Provide a safe and healthy environment in which pupils' wellbeing and welfare can be nurtured;
7. Foster a lively and welcoming ambience in which high standards of behaviour encourage learning and social development;
8. Report each term on the school's educational performance to the governing body.

#### **LEADING AND MANAGING STAFF**

1. Take overall operational responsibility for the leadership, internal organisation, management and daily running of the school;
2. Oversee recruitment and selection of teaching and support staff to meet the short and longer term needs of the school and its pupils;
3. Maximise the contribution of all staff to improving the quality of education provided and standards achieved through development and effective implementation of staff policies, procedures and working practices;
4. Manage effectively the deployment, appraisal, performance and development of all staff and through a programme of CPD in accordance with the priorities in the school improvement plan;
5. Exercise the school's duty of care regarding staff welfare;
6. Promote, encourage and support initiative and team working, both within the school and more widely with other schools across the Trust.

#### **FINANCIAL MANAGEMENT**

1. Work with the Trust's finance team to advise the Governing Body on the formulation of the annual budget in order to ensure that the school secures its objectives;
2. Plan, manage and monitor the curriculum within the agreed budget; setting appropriate priorities for expenditure, allocating funds and ensuring effective administrative control.

#### **SITE AND PREMISES MANAGEMENT**

1. Manage and organise the accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety requirements;
2. Ensure that the allocation and use of the accommodation/resources provides a positive learning environment that promotes the highest achievements..

#### **COMMUNICATIONS AND PARTNERSHIPS**

1. Ensure that parents and pupils are well informed about curriculum attainment and progress and are able to understand targets for improvement;
2. Develop and sustain positive working partnerships with parents and carers;
3. Develop and encourage good relations between the school and the local community;
4. Work effectively with all external agencies.

#### **SAFEGUARDING**

1. Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times. The Headteacher under the guidance of the Governors and the Trust's Executive Team, will be responsible for promoting and safeguarding the welfare of all

children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding policies;

2. Act as the Alternate Designated Safeguarding Lead (see Appendix);
3. The post holder is required to hold a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

**GENERAL**

1. Actively contribute to and promote the overall ethos and values of the school and the wider Trust;
2. Participate in training and other learning activities and performance development as required;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the school and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times;.
6. Undertake any other reasonable tasks and responsibilities as requested by the Director of Education (Primary) or a member of the Trust Executive Leadership Team which fall within the scope of the post.

**PERSON SPECIFICATION**

**HEADTEACHER**

<b>CRITERIA</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>KNOWLEDGE</b>		
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• First degree / training certificate</li> <li>• Qualified Teacher Status</li> <li>• Recent professional development relevant to a senior leadership role in an educational setting.</li> </ul>	<ul style="list-style-type: none"> <li>• NPQH (or working towards)</li> </ul>
<b>Experience and knowledge</b>	<ul style="list-style-type: none"> <li>• A proven track record in achieving the highest standards of attainment and progress for all groups of pupils</li> <li>• Proven leadership and management experience and expertise at senior management level:               <ul style="list-style-type: none"> <li>• Curriculum development</li> <li>• Policy Development</li> <li>• School improvement planning</li> <li>• Performance management</li> </ul> </li> <li>• Working in partnership with parents and external agencies</li> <li>• Evidence of experience in key characteristics of leadership in primary education, including:               <ul style="list-style-type: none"> <li>- Making considered decisions and taking responsibility for the outcomes.</li> <li>- Delegating and sharing leadership.</li> <li>- Encouraging, supporting and motivating people, including pupils, staff and parents.</li> </ul> </li> <li>• Challenging, influencing and motivating others to attain high goals.</li> <li>• Record of successfully implementing initiatives to raise standards</li> <li>• Experience of analysing and using school performance data.</li> <li>• Current knowledge of teaching technologies, their use, implementation and impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Successful leadership of strategic initiatives.</li> <li>• Relevant experience in more than one school.</li> <li>• Successful and varied teaching experience throughout the relevant phases / key stages.</li> <li>• Relevant financial experience.</li> <li>• The ability to work at the head of, and in the midst of, a staff team.</li> <li>• Experience of working within a Multi-Academy Trust.</li> </ul>
<b>KEY SKILLS AND ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>• Resilience with the ability to bounce back from adversity.</li> <li>• Demonstrate self-awareness, self-control and problem-solving skills.</li> <li>• Understanding of SEND.</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling and mediation skills.</li> </ul>

	<ul style="list-style-type: none"> <li>• Commitment to an educational provision of the highest quality.</li> <li>• Evidence of commitment to lifelong learning.</li> <li>• Ability to communicate effectively with a wide range of people.</li> <li>• Good interpersonal skills.</li> <li>• Ability to work under pressure and to time and targets.</li> <li>• Ability to prioritise and delegate appropriately, but also knows when to accept support from others including colleagues and governors.</li> <li>• Ability to develop and maintain good working relationships.</li> <li>• A commitment to maintaining the school's current identity within the overall ethos and values of the Trust.</li> <li>• Evidence of commitment to model the school's core values.</li> <li>• Experience in delivering strategies which encourage parents and carers to support their children's learning.</li> <li>• Evidence of commitment to involving parents and the community in supporting the learning of children and in defining and realising the school's vision.</li> <li>• Proven ability to think creatively and bring fresh ideas to a school that is already achieving high standards.</li> </ul>	
<p><b>OTHER QUALITIES</b></p>	<ul style="list-style-type: none"> <li>• Proven ability to deliver strategies which encourage parents and carers to support their children's learning.</li> <li>• Commitment to involving parents and the community in supporting the learning of children and in defining and realising the school's vision.</li> </ul>	

## **Deputy Designated Safeguarding Lead – job description (appended to the Headteacher’s Job Description)**

Deputy Designated Safeguarding Leads work with the Designated Safeguarding Lead (DSL) to ensure there is a robust safeguarding culture in the school, which keeps children safe. At the direction of the DSL, or if the DSL is unavailable, a deputy DSL may fulfil the functions of the DSL, which are outlined below.

Deputy Designated Safeguarding Leads should be trained to the same standard as the DSL. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL, this lead responsibility should not be delegated.

### **Manage referrals**

- 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**

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform them 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) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, SENCOs, and Senior Mental Health Leads) 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**

Deputy designated safeguarding leads 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. Training should provide deputy designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care, 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 trust's safeguarding policy and the school's child protection 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 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 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;
- 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 may put in place to protect them.

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

#### **Raise Awareness**

- ensure the trust's safeguarding policy and the school's child protection procedures are known, understood and used appropriately;
- ensure the school's child protection procedures are reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the local governing body regarding this;
- ensure the trust's safeguarding policy and the school's child protection procedures are 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 in this;
- 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; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify



the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

### **Child protection file**

Where children leave the school (including for in-year transfers) the DSL 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 DSLs and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the DSL 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 DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the DSL, 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 the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.