

**MAIDENHALL PRIMARY SCHOOL**

**JOB DESCRIPTION FOR HEAD TEACHER**

The School Teachers' Pay and Conditions of Service Document sets out details of the role and responsibilities of the Head Teacher.

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| **JOB TITLE:**  | Head Teacher  |
| **GRADE:**  | Leadership Group ISR L 21 – L27 |
| **JOB PURPOSE:**  | To provide professional leadership and management of the school, its pupils, its staff and its premises, which will promote a secure foundation from which to achieve high standards in all areas of the school’s work.  |
| **RESPONSIBLE TO:**  | The Governing Body |

**MAIN DUTIES AND RESPONSIBILITIES:**

1. Work with the Governing body and other key stakeholders to ensure the school vision and values are clearly articulated, shared, understood and acted upon effectively by all. Lead by example, demonstrating the vision in everyday work and practice, providing the inspiration and motivation to create a shared culture and positive climate.
2. Promote excellence, equality and high expectations of all pupils, and the wider school community, ensuring a consistent and continuous school wide focus on pupils’ well-being, achievement, and attainment with learning at the centre of strategic planning and resource management.
3. Manage the school’s resources effectively and efficiently to achieve the school’s education goals and priorities, monitoring, evaluating and reviewing on an ongoing basis. To oversee the operating of the school budget to include ordering, payment of bills and checking computer statements.
4. Implement a framework of effective evaluation, assessment and performance management which engages the whole school community in improvement and measurement of improvement. To be responsible for setting appropriate priorities for expenditure within a balanced budget, allocating funds and ensuring effective financial and administrative control.
5. Develop, monitor and maintain a safeguarding culture in line with statutory guidance. Ensure the school complies with all aspects of Safer Recruitment, making appropriate checks and keeping appropriate records including the single central record.
6. Ensure the school embraces the modernisation of an integrated Children’s Service, demonstrated within the school workforce on an ongoing basis, developing roles and people to ensure the most effective deployment and development of all workers, effective performance management and pay strategies which reflect skills and contribution, whilst adhering to equal pay legislation. Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities. Manage own workload and that of others to allow an appropriate work-life balance.
7. Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
8. Build a school culture and curriculum that takes account of the richness and diversity of the school’s communities to ensure the highest quality of teaching and learning. Exercise responsibility for ensuring fair and equal treatment of all stakeholders.
9. Consult and involve staff in decision-making as appropriate in order to encourage a sense of ownership and involvement in the school.
10. Take a strategic role in the development of new and emerging technologies to extend and

enhance the learning experience of pupils and the wider school community, actively engaging with other schools to build effective learning communities.

1. Regularly review own practice, set personal targets and take responsibility for your own professional development. Exercise responsibility for ensuring that all new employees receive an induction programme and are properly inducted in the school’s policies and procedures, specifically those relating to child protection and safeguarding children.
2. Fulfil all commitments arising from the contractual accountability to the Governing Body,

including the development and presentation of a coherent, understandable and accurate account of the school’s performance to and on behalf of governors.

**DIMENSIONS**

# Supervisory Management: Currently 40 Teachers and 73 Support Staff Financial Resources: Currently £4.2 million budget

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are ‘spent’ under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

We will consider any reasonable adjustments under the terms of the Equality Duty Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council’s policies are reflected in all aspects of his/her work, in particular those relating to;

1. Equal Opportunities
2. Health and Safety
3. Data Protection Act (2018)

In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

# PERSON SPECIFICATION FOR HEAD TEACHER

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| **Attributes** | **Essential**  | **How** **Measured** | **Desirable**  | **How** **Measured** |
| Qualifications  | Qualified Teacher Status or Post Graduate Certificate of Education. Evidence of relevant continuing professional development in an accredited area of training or leading to a further professional qualification.  | 1,41,2,4 | DegreeNPQH | 4 |
| Experience  | Management position and responsibilities within a primary phase context, with proven experience of the creation of effective teams. Teaching across age range or phase of school and an exemplar-teaching practitioner and role model. Experience of working at a leadership levelExperience of teaching in a multicultural environment Experience of teaching pupils forwhom English is not their first language | 1,21,221,2**1,2** | Experience of working in partnership with other schools Experience of working with children with special educational needs.  | 1,21,2 |
| Knowledge/Skills/ Ability  | Demonstrable ability to improve the quality of learning and teaching including by the effective use of new technologies.Understanding of principles, and demonstrable ability to lead and manage school improvement strategies. Demonstrable ability to access, analyse and interpret pupil performance data to monitor progress and identify areas for improvementDemonstrable ability to motivate, develop and inspire staff and to manage change to support whole school improvement, including by the effective use of performance management Ability to articulate a clear vision for the school, develop coherent strategies to support this vision, create consensus and lead  | 1, 21, 21, 2,51, 21, 2,5 |  |  |
|  | implementation of plans and monitor, evaluate and review their effects.Ability to communicate effectively with pupils, parents, partners and governorsAbility to embrace and develop inclusion and diversity | 1, 21,2 |  |  |
|  | Ability to manage and make effective use of resources, including financial resources.Ability to assimilate and analyse information and make effective judgements including when under pressureAbility to be an effective member of the school team and provide appropriate leadership | 1,21,21,2,3 |  |  |
| Competencies | Ability to keep pupils and staff safe. This includes demonstrating the following: Appropriate motivation to work with children Ability to form appropriate relationships with children Emotional resilience in working with challenging behaviours Appropriate attitudes to use of authority and maintaining discipline. | 1, 21, 21, 2, 51, 21, 2, 5 |  |  |
| School-Specific | Commitment to the removal of barriers to learning that are presented by disadvantage and deprivation.Experience of working with vulnerable children and familiesExperience in engaging parents in the support of their children’s learningA commitment to engaging parents/carers and other stakeholders in order to ensure that the school is seen as being at the heart of our community. This includes provision of information sessions to develop parental understanding of education and other linked issues | 1, 21,21,21, 2 | Experience of and ability to manage extended day activities. | 1,2 |

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise) *‘The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.*