



Pikes Lane Primary School

Gibraltar Street, Bolton BL3 5HU

Tel: 01204 333633

Email: office@pikes-lane.bolton.sch.uk

www.pikeslanepriamaryschool.co.uk



Executive Headteacher: Mr K Naughton

Deputy Headteacher: Miss N Wiggans

Chair of Governors: Mr S Atcha MBE, DL

Pikes Lane Primary School Head Teacher Job Description

Grade: L18-L24A

This job description reflects the **National Standards of Excellence for Head Teachers (2020)**. These standards are built upon The Teaching Standards which apply to all teachers, including Head Teachers.

The appointment is subject to the current conditions of employment of Head Teachers, contained in the **School Teachers' Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education. In carrying out his/her duties, the Head Teacher shall consult, where appropriate, with the Local Authority, the governing body, the staff of the school, its pupils and the parents of its pupils.

The Core Purpose of the Head Teacher

The core purpose of the Head Teacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the Head Teacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Head Teacher should establish a culture that promotes excellence, equality and high expectations of all pupils and staff.

The Head Teacher is the leading professional in the school. Accountable to the governing board, the Head Teacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Head Teacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The Head Teacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, Head Teachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the Head Teacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.



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Domains

Below are the three interlinked domains of the Head Teacher's role and the related standards that cover the domains, all underpinned by the governance and accountability domain.

- **Culture and ethos**
- **Curriculum and teaching**
- **Organisational effectiveness**

Head Teachers' Standards

1. School culture

Head Teachers:

- 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
- ensure a culture of high staff professionalism

2. Teaching

Head Teachers:

- 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 or specialist domains
- ensure effective use is made of formative assessment



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3. Curriculum and assessment

Head Teachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, 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 in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

Head Teachers:

- 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

Head Teachers:

- 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



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6. Professional development

Head Teachers:

- 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 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

Head Teachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Head Teachers:

- 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



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9. Working in partnership

Head Teachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and 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

Head Teachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Safeguarding - Responsible for promoting the welfare of all children and young people and be faithful to the trust deed. Creates an organisational culture which is vigilant to, monitors and prioritises the safeguarding of children and young people above all considerations.

Customer Care - To continually review, develop and improve systems, processes and services in support of the School's pursuit of excellence in service delivery. To recognise the value of its people as a resource.

Promoting equality and diversity - To accept everyone has a right to his or her distinct identity. To treat everyone with dignity and respect and to ensure that what our customers tell us is valued by reporting it back into the organisation. To promote and participate in the council's work to eliminate discrimination; advance equality of opportunity; and foster good relations between our diverse communities.

Developing Self and Others - To use processes and put processes in place to generate a learning environment. To focus on the strengths and requirements of all individuals and enable them to further their skills and knowledge. To actively pursue your own development. To be self-aware and role model continuous self-development.



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Safer Recruitment – The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

"Bolton Council has a statutory duty under the Civil Contingencies Act to respond in the event of an emergency. If Bolton Council's Emergency Management Plan is activated, you could be required to assist, or assist others, in the continued maintenance or delivery of key Council services and of support to the community. This could require working outside of routine working hours and could entail working from places other than your normal place of work.

N.B. Emergencies requiring activation of the Bolton Council Emergency Management Plan only occur very infrequently. If you are asked to respond to an emergency, your personal circumstances at the time will be taken into account.