



Headteacher Job Description

Job Title: Headteacher

Responsible to: Governing Body

Responsible for:

The Headteacher carries out duties in line with the conditions of employment as set out in the current School Teacher's Pay and Conditions document and the National Headteachers' Standards (2020) and Teachers' Standards (2021).

Purpose of the Role:

To be the strategic lead professional at the school.

The Headteacher will provide vision, ambition, leadership and direction, ensuring the school is managed and organised in such a way that will transform the educational and future life opportunities of all pupils. This will be accomplished by working strategically with the whole school community and all partners to develop outstanding provision at St Barnabas C. of E. Primary School.

Key Responsibilities of the Post:

- Take the lead role on working with the Governing Body and to further develop our collaborative school vision, which embraces excellence, high standards, inclusion and the school's Christian ethos and values.
- Develop improvement plans, based on that vision that meet the specific needs of the school, implement it successfully;
- Contribute to securing achievements to the highest level for all pupils through uncompromising high ambition;
- Maintain the positive climate in the school which supports pupils to play a positive and active part in their own learning and development;
- Lead by example and hold all staff to account for their professional conduct and practice;
- Foster an open, transparent and equitable culture with all stakeholders;
- Be responsible for the implementation of policy and practice relating to the school organisation and management, including astute management of finance and resources to secure best value;
- Develop and sustain effective relationships with the Governing Body, in particular to ensure effective governance of the school;
- Build, develop and maintain effective relationships with parents/carers and all members of the school and wider community to enhance the education of all pupils;
- Continue effective relationships with the Diocese, School Improvement Leicester and the local authority working collaboratively and in partnership to drive standards and continuous improvements;

- Have ambition and strategic aptitude to seize opportunities for the school through the sharing and receiving of best practice and expertise from across the wider educational communities;
- Carry out duties in line with the Headteachers' Standards published by the DfE in 2020 summarised below,

Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Section 2: Headteachers' standards

1. School culture

Headteachers:

- 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

Headteachers:

- 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

3. Curriculum and assessment

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

6. Professional development

Headteachers:

- 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

Headteachers:

- 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

Headteachers:

- 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

9. Working in partnership

Headteachers:

- 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

Headteachers:

- 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