

St Elphin's CE Primary School, Warrington

HEADTEACHER JOB DESCRIPTION

This job description reflects the **Headteachers' Standards** (2020). These standards are built upon The Teaching Standards (2012) which apply to all teachers, including Headteachers.

The appointment is subject to the current conditions of employment of Headteachers, contained in the **School Teachers' Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education and in the terms of the National Society contract. In carrying out his/her duties, the Headteacher shall consult, where appropriate, with the Local Authority, the Diocesan Authority, the Governing Board, the staff of the school, its pupils and the parents of its pupils.

A. The Core Purpose of the Headteacher in a Church school

The headteacher is the prime mover in creating, inspiring and embodying the Christian character and culture of this Church school, securing its vision statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and students to achieve their highest potential and live life in all its fullness.

Thus, the core purpose of the headteacher is to provide professional leadership and management for the school within the context of the Trust Deed and the Church of England's vision for education. 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 headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The headteacher must establish a culture that promotes excellence, equality and high expectations of all pupils within a strong Christian ethos to enable them to 'live life in all its fullness' (John 10:10). In leading this church school, the headteacher will ensure that it is educating for wisdom, knowledge and skills; for hope and aspiration; for community and living well together; and for dignity and respect (Church of England's vision for education).

The headteacher is the leading education professional in the school. Accountable to the governing board, the headteacher provides, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The headteacher, 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 in accordance with its mission statement, and for the day-to-day management, organisation and administration of the school.

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

Main Duties

Qualities and Knowledge

Within the school's Christian character the Headteacher will:

- Hold and articulate a clear Christian vision, founded on Christian values and moral purpose, focused on providing a world-class education for the pupils they serve ensuring they grow in wisdom.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors, the Diocese, the Parish and members of the local community.
- Lead by example - with integrity, creativity, resilience, clarity and spirituality - drawing on their own scholarship, expertise, skills, and wisdom and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development that reflects the needs of a Church of England school.
- Work with political and financial astuteness, within a clear set of principles centred on the school's Christian vision, ably translating local, Diocesan and national policy into the school's context.
- Secure knowledge and understanding of church school distinctiveness, keeping up with national and diocesan developments and, in particular, ensure high quality RE and collective worship.
- Communicate compellingly the church school's vision and drive the strategic leadership, empowering all pupils and staff to excel in their pursuit of wisdom.
- Lead creative Christian collective worship that engages with the school's Christian vision and values enabling the community to flourish and grow spiritually.

Pupils and Staff

Within the schools' Christian character the Headteacher will:

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create a Church School character within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice within the Christian character of the school.
- Establish, promote and respect an inclusive culture that promotes equality and an understanding of diverse cultures, faith groups' languages and ethnic groups.

- Act as a spiritual as well as professional leader to staff and pupils.
- Celebrate achievement in the development of the whole child and not only those matters that are measured externally.

Systems and Process

Within the school's Christian character the Headteacher will:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity within a Christian context.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society as they develop self-worth and an understanding of the worth of others.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set this Church School's strategy and hold the head teacher to account for pupil, staff and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability and its Christian character.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities, are given the opportunity to innovate and who hold each other to account for their decision-making.

The Self-Improving School System

Within the school's Christian character the Headteacher will:

- Create an outward-facing church school which works with other schools and organisations, including the Diocesan Education team and Diocesan schools- in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other public services, parents/carers and the church community to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies and respond critically and constructively to education initiatives in the best interests of achieving excellence, harnessing the findings of well-evidenced research to self-regulate and improve the school.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development appropriate to the church school context for all staff at the school.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

- Inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in young people's lives and to promote the value of education in human flourishing.

Accountability

The Headteacher will:

- Provide information advice and support to the governing board to enable it to meet its responsibility for securing the church school foundation, effective teaching and learning, improved standards of achievement and value for money.
- Lead on compliance and regularity changes such as GDPR or other statutes.
- Present an account of the school's performance in a form appropriate to a range of audiences – governors, parents, Diocese, local community, OFSTED, the Local Authority.
- Ensure that parents and pupils are well informed about the wider curriculum and targets for Improvement.

Community

The Headteacher will, with the support of the governing body:

- Promote a close relationship with local churches and facilitate appropriate use of school premises.
- Work closely with local groups and stakeholders to maximise the contribution made by the school within the community.

Additional Requirements

This job description outlines the main duties of the post, incorporating the National Standards of Excellence for Headteachers, but does not exclude other duties which may be undertaken to ensure the efficient operation of the school. Other duties required will be consistent with those listed above and appropriate to the title and grade of the post.

The appointment is subject to the current conditions of employment of Headteachers, contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation

The applicant will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteacher.

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PERSON SPECIFICATION FOR HEADTEACHER

The applicant will be required to safeguard and promote the welfare of children and young people

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form (A), supporting statement, information gathered during the interview process (I), certificate checking (CC) and references (R).

FAITH COMMITMENT	Essential	Desirable
Full and active member of a church in membership of Churches Together in England or Evangelical Alliance. (This requires evidence of current church attendance and a clear indication of the applicant's beliefs in relation to a Church school).	√	
Has an understanding of the importance of collective worship and RE in a church school and articulate a clear Christian vision	√	
QUALIFICATIONS	Essential	Desirable
Honours degree	√	
Qualified Teacher Status (QTS)	√	
Evidence of personal and professional development for headship	√	
NPQH or CEPQH or commitment to complete (or equivalent)		√
EXPERIENCE	Essential	Desirable
Recent, substantial and successful experience in a senior leadership role including curriculum development, monitoring and assessment	√	
Successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all pupils	√	

Experience of working effectively and in partnership with Governors, parents and the wider community	√	
Experience of school self-evaluation, effective monitoring and inspection.	√	
KNOWLEDGE	Essential	Desirable
Good knowledge and understanding of what constitutes an effective school and have the necessary skills of leadership and management to help maintain or further improve such a school	√	
Knowledge of the statutory requirements and other relevant legislation relating to school leadership and management	√	
Knowledge of ways to build, communicate and implement a shared vision	√	
Awareness of new technologies, their use, application and impact including social media	√	
Knowledge of the work of other agencies and opportunities for collaboration	√	
SKILLS & ABILITIES	Essential	Desirable
Ability to have a vision of the overall aims and direction of a successful school and be able to communicate these in order to inspire and motivate others	√	
Awareness of strategic budget management and deployment of human resources.	√	
Ability to access and analyse relevant data and to use this information to set priorities and determine school action	√	
Ability to lead with optimism and compassion, continually building and developing positive relationships	√	
The ability to relate positively to all stakeholders and inspire high quality teaching, learning and behaviour	√	

LEADING LEARNING & TEACHING	Essential	Desirable
In-depth knowledge of the education in all of the primary age range from Early Years to Year 6, in the context of life-long learning.	√	
A strong understanding of what contributes to successful learning and the ability to promote the most effective teaching strategies to bring this about	√	
Ability to acknowledge teaching excellence and challenge any underperformance across the school to improve the quality of learning	√	
Ability to motivate others to engage pupils to maximise learning opportunities and outcomes, ensuring equal opportunities for all	√	
Ability to secure excellent pastoral care, behaviour and good attendance for the whole school community	√	
Evidence of developing and implementing strategies for school improvement, including data analysis, target setting and strategies for improving the quality of teaching and learning for all pupils	√	
MAINTAINING AND ENHANCING THE SCHOOL'S ETHOS	Essential	Desirable
Commitment to support the school participation in community and church activities	√	
Commitment to the creation of a climate of open communication where people feel able to express opinion and know their views will be respected	√	
Demonstrate the understanding of, and commitment to, how relationships can be developed between the school, local church and community.	√	
LEADERSHIP & COLLABORATION	Essential	Desirable
Ability to deal sensitively with people with very different and demanding expectations, demonstrating an ability to avert and resolve conflict	√	

A highly visible presence and excellent role model who inspires confidence and trust, empowering and motivating all stakeholders	√	
Ability to collaborate and work effectively with local school and diocesan networks.	√	
MANAGING THE ORGANISATION	Essential	Desirable
Able to demonstrate an inspirational and supportive style of leadership	√	
Plan, organise and exercise sound judgement and communicate and delegate effectively	√	
SECURING ACCOUNTABILITY	Essential	Desirable
Committed to working with the Governing Body, LA and Diocese to enable it to meet its statutory responsibilities and for the school to flourish.	√	
Able to present an accurate and understandable account of the school's performance to stakeholders	√	
SAFEGUARDING	Essential	Desirable
Knowledge of, and commitment to, safeguarding and promoting the welfare of children	√	
Ability to maintain and develop a 'culture of vigilance' with regard to safeguarding and child protection	√	
PERSONAL QUALITIES	Essential	Desirable
Ability to prioritise and manage time appropriately, being able to work under pressure and in changing circumstances	√	
Is self-motivating and achieves challenging professional goals.	√	
Demonstrates enthusiasm for, and commitment to, the role; along with reliability, integrity, resilience and a passion for education.	√	