

## Head Teacher Job Description

*Church of England Voluntary Controlled Schools*

Pay Range: L18 – L24A

The appointment will be made by the governing body of the school under the terms of a contract signed with the governors as employers.

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.

### Domain One

*Excellent Head Teachers: Teaching*

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

### Domain Two

*Excellent Head Teachers: Personal and Professional Conduct*

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times
- observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Having proper and professional regard for the ethos, policies, and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Executive Headteacher – Mrs A Lister

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## **Domain Three**

### *Educating for: Wisdom, Knowledge and Skills*

- Hold and articulate clear Christian values and purpose in accordance with the distinctive nature of a church school, focussing on providing 'wisdom, knowledge and truth'.
- Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise, and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally, and globally including the continuing role of schools with a religious character and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's Christian vision and distinctive Christian character and values, ably translating local and national policy into the school's context.
- Communicate compellingly the school's Christian vision and drive the strategic leadership, ensuring all have the 'skills needed to shape life well.'
- Inspire and lead the school as a worshipping community, which demonstrates the Christian vision and Christian values in everyday work and practice.
- Regularly review own practice, set personal targets, and take responsibility for own personal and spiritual development.
- Act as spiritual leader to staff and pupils.
- Ensure that Religious Education and Collective Worship are central to the life and teaching of the school and set a high personal example in these aspects.
- Provide for the daily act of Collective Worship demonstrating the tenets of the Anglican tradition, in accordance with the school's Trust Deed in consultation with the governing body
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- Model entrepreneurial and innovative approaches to school improvement, leadership, and governance.

**The Head Teacher will ensure that the school reflects the Church of England Vision for Education by ensuring it promotes:**

1. Educating for Wisdom, Knowledge and Skills
2. Educating for Hope and Aspiration
3. Educating for Community and Living Well Together
4. Educating for Dignity and Respect

## **Domain One**

### *Educating for Hope and Aspiration*

- Build a culture that recognises the worth of each individual whilst encouraging all to stretch themselves spiritually, morally, imaginatively, and actively, to aspire to be the best they can be.
- Pay particular attention to supporting the disadvantaged to achieve their God-given potential.
- Instil a strong sense of accountability in staff for the impact of their work on pupils' outcomes, hopes and aspirations.
- Secure excellent teaching through an analytical understanding of the core features of successful classroom practice and curriculum design as well as how pupils learn, leading to rich curriculum opportunities and pupils' well-being that reflect the school's distinctive Christian ethos and values.

- Establish an educational culture that reflects hope and aspiration whereby ‘open classrooms’ are a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- • Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- • Demonstrate a personal ‘reservoir of hope’ through perseverance, patience, openness, and celebration

## **Domain Two**

### *Educating for: Community and Living Well*

- Work cooperatively with pupils, staff, governors, parents, the church and other members of the community to achieve the school’s Christian vision creating a ‘hospitable community’.
- Seek opportunities to invite parents/ carers, members of the Church family, community, business, or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice with schools, working in partnership with others to promote innovation.
- Promote a vision of a Church school witnessing to its Christian values where we see everyone ‘flourishing together’.
- Create a community within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other demonstrating the school’s Christian values.
- Promote, build, and sustain creative partnerships with the church and Christian communities that fosters the spiritual development of the children.
- Create and promote positive strategies for challenging prejudice and dealing with harassment in a Christian manner.
- Ensure a range of Church and community-based learning experiences including the development or promotion of Christian community.
- Collaborate with Church and other agencies in providing for the academic, spiritual, moral, social, emotional, and cultural well-being of pupils and their families.
- Ensure that the school’s systems, organisation, and processes make our school known for being a ‘just institution’.
- Provide a safe, calm, and well-ordered environment, consistent with the School’s Christian vision, for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively, paying attention to the school’s distinctive Christian character, in particular its functions to set school 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, the development of the whole child spiritually, emotionally, and morally, and the school’s sustainability.
- Recognise the value of all staff, through distributed leadership, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
- Recruit members of staff who are able and willing to contribute to the Christian ethos of the school, retaining and deploying them appropriately and managing their workload to achieve the vision and goals of the school.

## Domain Three

### *Educating for: Dignity and Respect*

- Create an outward-facing school which works with other schools and organisations, in a climate of mutual yet supportive challenge, so that best practice is championed, and achievements are secured for all pupils, respecting that all children and staff have different God-given gifts.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils, in particular those disadvantaged pupils.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture promoting the 'ultimate worth' of each individual and students don't feel ashamed of failure.
- Hold all staff to account for their professional conduct and practice reflecting the school's Christian values.
- Establish rigorous, fair, and transparent systems and measures for managing the performance of all staff which reflects the Christian identity of the school, addressing any under-performance whilst supporting staff to improve and valuing excellent practice.
- Develop strategies that demonstrate the equal worth of those with and without special educational needs and disabilities and resource these appropriately
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff which also actively promotes and reflects the distinctive nature of Church of England schools.
- Inspire and influence others, within and beyond the school, to believe education can be one of the greatest blessings in young people's lives. In particular to work within the school and Church community to translate the Christian vision into agreed objectives and operational plans which will promote and sustain school improvement.
- Demonstrates ethical behaviour, and positive relationships and attitudes towards pupils, staff, parents, governors, and members of the local community through modelling the Christian values that underpin the life of the school

### **Leadership in a Church School**

- Provide professional leadership and management for the school within the context of a strong Christian ethos;
- Create an organisational structure which reflects the school's values, trust deed and mission;
- Promote a vision of a Church school witnessing to its Christian values in its local community;
- Work within the school and Church communities to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement;
- Demonstrate the vision and Christian values in everyday work and practice;
- Ensure a range of Church and community-based learning experiences;
- Seek opportunities to invite parents/ carers, members of the Church family, community, business or other organisations into the school to enhance and enrich the school and its value to the wider community;
- Contribute to the development of the education system by, for example, sharing effective practice with schools in the Diocesan family, working in partnership with others to promote innovative initiatives.

**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.

**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."