



St Stephen's CofE Primary School

"In Christ: be healthy, be happy, be helpful, believe."

HEADTEACHER JOB DESCRIPTION

The job description for the recruitment of a Headteacher encompasses:

- Expectations set out in the Headteachers' Standards 2020
<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>
- The statutory requirements set out in the School teachers Pay and Conditions
<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>
- The Teachers' Standards <https://www.gov.uk/government/publications/teachers-standards>
- School specific expectations and responsibilities.

National standards for teachers include both statutory and non-statutory guidance. Both are useful in helping guide governing bodies as they devise Headteacher job descriptions and person specifications.

HEAD TEACHER'S STANDARDS (statutory requirement)

Part one: Teaching (relevant where teaching is a component of the Headteacher role)

The Headteacher will:

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

Part Two: Personal and Professional Conduct

A Headteacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career:

The Headteacher/teacher will uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
2. Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. 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
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
6. 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
7. Having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

HEADTEACHERS STANDARDS 2020 (non-statutory requirement)

These standards are categorised into three identified domains, all underpinned by governance and accountability. They outline the broad and holistic nature of the Headteacher role:

Culture and ethos

- school culture
- behaviour
- professional development

Curriculum and teaching

- teaching
- curriculum and assessment
- additional and special educational needs

Organisational effectiveness

- organisational management
- school improvement
- working in partnership

In the case of Church schools, it is useful to look at the standards and the Headteacher role through explicit links to the national **Church of England Vision for Education (2016)**. To that end Manchester Diocesan Board of Education recommends the use of the following to outline the explicit links between national standards and CE Vision for Education.

The Headteacher 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

1. EDUCATING FOR WISDOM, KNOWLEDGE AND SKILLS

‘Good schools foster confidence, delight, discipline in seeking wisdom, knowledge, truth, understanding, know-how, and the skills needed to shape life well.’ (CofE 2016:7) Within the Bible as well as Christian and Church culture we see both the value of wisdom seeking and the importance of teaching and learning. We are told as a child Jesus himself ‘grew in wisdom.’ (Luke 2:52)

In order to ensure this the Headteacher will:

- 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.

2. EDUCATING FOR HOPE AND ASPIRATION

‘Good schools open up horizons of hope and aspiration, and guide pupils into ways of fulfilling them.

(Ibid) Demonstrating a belief in the worth of each student demands working with individuals towards them achieving their God-given potential. Hope is built on God's ongoing love and compassion for this world and all within it. 'Faith is the assurance of things hoped for, the conviction of things not yet seen.' (Hebrews 11:1)

In order to ensure this the Headteacher will:

- 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.

3. EDUCATING FOR COMMUNITY AND LIVING WELL

Good schools have a focus on a commitment to relationships and the worth of each other. There is a conviction that we are created and sustained by God for living together in families and communities. Each school is a 'hospitable community that seeks to embody an ethos of living well together.' (Ibid) Pupils and staff should be encouraged to flourish. Living well together stems from the command to 'love your neighbour as you love yourself.' (Luke 10:27)

In order to ensure this the Headteacher will:

- 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 headteacher 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.

4. EDUCATING FOR DIGNITY AND RESPECT

Good schools show commitment to the dignity and human worth of each person, rooted in the belief that all are created in the image of God and loved by God. Actions need to demonstrate this belief. In line with Jesus' teaching special attention is to be shown to 'the disadvantaged, excluded, despised and feared.' Each individual should be given opportunities to live 'life in all its' fullness.' 'Ensuring children are kept safely from harm and educated in an environment where all God's children are valued is of highest priority.' (Ibid)

In order to ensure this the Headteacher will:

- 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