



Headteacher Job Description

St Thomas of Canterbury Church of England Infant School

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 Body, the staff of the school, its pupils and the parents of its pupils.

1.Core Purpose

The Headteacher is the prime mover in creating, inspiring, and embodying the Christian ethos and culture of this Church school, securing its Mission statement Jesus said 'You are the light of the world' (Mathew 5:14) so we let our little light shine with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential.

The Headteacher will be responsible for the internal organisation, management, and control of the school in accordance with applicable legislation, the policies of the governing body (including its annual budget) and the instrument and articles of governance of the school.

The Headteacher, working with the governing body, senior leadership team and School staff, will provide overall strategic leadership for the school. The Headteacher will:

- Have regard to the Christian character and historic Foundation of the school and with the Church of England Vision for Education 'Deeply Christian, Serving the common good.
- Lead, develop and support the direction, vision, values, and priorities of the school.
- Develop, implement, and evaluate the school's policies, practices, and procedures.
- Lead and manage teaching and learning throughout the school
- Ensure accurate School self-evaluation to inform School improvement planning.

- Have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school lead and take part in regular acts of Collective Worship of a broadly mainly Christian character.

2. Teaching

- 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.
- Ensure that the teaching of Religious Education is high quality and consistent with the teachings of the Church of England.

3.Safeguarding

Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services.
- Operating clear whistleblowing procedures.
- Sharing information, with other professionals.
- Assigning a designated professional lead for safeguarding / take responsibility as the designated professional lead for Safeguarding.
- Operating safe recruitment practices.
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice.
- Establish, operate, and monitor clear policies for dealing with allegations against people who work with children.

4.Qualities and Knowledge

- Hold and articulate clear values and moral purpose from a Christian perspective (would be desirable to be a practicing Christian), focused on providing a world-class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors, the local church, and members of the local community.
- 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, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicate compellingly the school's Christian vision and drive the strategic leadership, empowering all pupils and staff to excel.

5. Pupils and Staff

- 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 an ethos 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.
- Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

6. Systems and Process

- Act as school data protection officer.
- 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.
- 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.
- 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 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 and the school's sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
- Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers.
- Consult and communicate with the governing body, staff, pupils, parents and carers and with the local church.

7. The Self-Improving School System

- Develop effective relationships and collaborate effectively with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- 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 to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- Participate in arrangements for their own further training and professional development and appraisal and review of own performance.