



Headteacher job description

This job description reflects the **Headteachers' standards 2020**.

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**. In carrying out his/her duties, the headteacher will consult, where appropriate, with the **Local Authority, the Diocese, the governing body, the staff of the school, the pupils and the parents/carers of the pupils**.

The [teachers' standards](#) (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for headteachers are built. Headteachers, like other teachers, are expected to meet the teachers' standards. The headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

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

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Our Headteacher is expected to ensure that the school is an effective church school within the standards set by the Church of England Vision for Education and the SIAMS schedule. In addition to the responsibilities set out in the Headteachers' Standards, our Headteacher is expected to:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position;
- build relationships rooted in mutual respect ensuring our school is witnessing to its Christian identity, facilitating the flourishing of all;
- forge collaborative relationships beyond our school with parents, carers, and the local community;
- sustain and further promote positive and creative partnerships with the Parish of Eskdale, its ministers and congregation to foster the spiritual development of the children and the Christian life of the school;
- model the school's Christian vision and ethos in all their relationships with others;
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain;



- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law;
- sustain and further develop the school's Christian ethos and strategic direction; and
- maintain and develop the current safe and happy working and learning environment for staff and pupils, with a focus on safeguarding and high expectations of behaviour.

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils;
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour;
- nurture the existing culture that recognises the worth of every individual, encouraging all (pupils and adults) to stretch themselves spiritually, morally, imaginatively and actively to aspire to the best they can be and achieve their God-given potential;
- ensure ambitious educational standards which prepare all pupils, whatever their background or starting point, for the next phase of their education and life; and
- demonstrate a personal hopefulness through perseverance, patience, openness and celebration.

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; and
- 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; and
- 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; and
- 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; and
- 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; and
- 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; and
- 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; and
- 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; and
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.



St. Thomas's
CE Primary School

Believe Achieve Succeed

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; and
- 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; and
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.