



TANY'S DELL PRIMARY SCHOOL AND NURSERY JOB DESCRIPTION FOR HEADTEACHER

Name:	
Post Title:	Headteacher
Salary Scale:	Leadership Scale (L18-L24)
Responsible to:	Local Governing Body and TMAT CEO

CORE PURPOSE

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, the deputy headteacher, senior and middle leadership teams and school staff, will provide overall strategic leadership for the school. The Headteacher will:

- meet the Headteacher Standards in every aspect
- lead, develop and support the direction, vision, values and priorities of the school
- as Designated Safeguarding Lead, have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school
- develop, implement and evaluate the schools policies, practices and procedures
- lead and manage teaching and learning throughout the school
- ensure accurate school self-evaluation to inform school improvement planning

The job description should be read in conjunction with the contractual requirements and responsibilities of Headteachers set out in the School Teachers' Pay and Conditions Document.

PRINCIPLE ACCOUNTABILITIES

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
- Take responsibility as the designated professional lead for Safeguarding – see below
- 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.

Designated Safeguarding Lead Responsibilities:

- To take lead responsibility for safeguarding and child protection within the school – lead the school's Safeguarding Team.
- Ensure two senior leaders have the role of Deputy Designated Leads for Safeguarding
- Act as a source of support, advice and expertise for staff within the school for child protection and safeguarding.
- Raise awareness of the school's child protection policies ensuring they are understood and used appropriately
- Ensure the school's Child Protection Policy is reviewed (at least annually) and known, understood and used appropriately.
- Refer cases (or support staff making referrals)
 - of suspected abuse to the local authority children's social care
 - where there is a radicalisation concern to the Channel programme.
- Refer cases to Disclosure and Barring Service or Police as required
- Liaise with the Safeguarding team, local authority officers and other relevant agencies/parties in relation to child protection and safeguarding issues and concerns.
- Ensure child protection files are transferred as appropriate in line with Keeping Children safe in Education (Appendix B) as amended from time to time.
- Be available for staff during school hours to discuss any safeguarding concerns in line with the school's safeguarding arrangements.
- Make adequate and appropriate cover arrangements for safeguarding where concerns/issues occur out of hours/out of term
- Undergo and regularly update safeguarding training (at least every 2 years) to ensure the appropriate level of knowledge and skill is maintained. Ensure the two Deputy Safeguarding Leads do the same.
- Keep up to date with developments relevant to the role in line with Keeping Children safe in Education (Appendix B) as amended from time to time

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. 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.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel - report to the Governing Body.

Pupils and Staff

1. 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.
2. 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.
3. 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.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
7. 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.

Systems and Process

1. 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.

2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers.
8. Consult and communicate with the governing body, staff, pupils, parents and carers.
9. Lead and manage / be responsible for safeguarding and promoting the welfare of children.

The self-improving school system

1. Create outward-facing schools which collaborate with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships and collaborate effectively with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. 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.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
7. Participate in arrangements for their own further training and professional development and appraisal and review of own performance.