



Job Description: Headteacher, Thomas Coram Maintained Nursery School

Salary: Range: L14 to L18 (Inner London)

Contract type: Full Time, Secondment or Fixed term contract

Responsible for: Leadership team, teachers, and non-teaching staff

Reporting to: Governing Body

This Job Description should be read alongside the range of duties and responsibilities of Headteachers as set out in the annual Teachers Pay and Conditions document and the National Standards for Headteachers 2020.

Job Purpose

The strategic leadership and management for the school, ensuring high-quality education, care and support for all children. The Headteacher will establish a culture of excellence, inclusion and achievement, securing the highest possible outcomes for children and families while ensuring effective financial management and compliance with statutory requirements.

Provide leadership for special educational needs and/or disabilities (SEND), ensuring the school delivers high-quality inclusive practice and meets all statutory requirements. Champion a culture of inclusion where every child is valued, supported and enabled to achieve their full potential

The Headteacher will lead the development of an ambitious vision for early years education and work collaboratively with governors, staff, parents, carers, schools, and partner organisations to enhance children's learning, development and wellbeing.

Leadership and Management

- To develop a clear vision and strategic plan for the school, developing the School Improvement plan to ensure the continued maintenance of high standards
- Challenge and provide inspiration, motivation, vision and purpose to staff, children, families and governors, and create a shared commitment and responsibility for the school through collaborative teamwork, distributed leadership and professional reflection, which positively embraces change and progression.

- Ensure the maintenance of good relationships within the school and with all partner organisations, including the Governing Body, families, children's services providers, the local authority, and Camden Learning.
- Forge constructive relationships beyond the school, working in partnership with families, other schools and the local community to sustain high educational outcomes for all children and to ensure the future sustainability of the school.
- Work collaboratively with the School Business Manager to ensure the prudent and effective monitoring and management of the budget, the delegated budget from the Camden Council, fees paid by families and any supplements from other public or voluntary sector bodies.
- Lead, manage and develop the organisation and education at the school for all the children, including children with special needs and/or disability, their families and the local community.
- Establish and sustain the school's ethos and strategic direction together with the Governing Body and through consultation with the school community.
- Establish and oversee systems, processes, practice and policies so the school can operate effectively in all aspects, including but not limited to, personnel, effective financial management, the curriculum, teaching and learning, and the relationship with the Camden Council, including participation in Camden Learning initiatives, where appropriate.
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context.
- Make sure these school improvement strategies are effectively implemented.
- Monitor, evaluate and assess progress towards achieving the school's aims and objectives, notably high outcomes for all children and the staff team's work and effectiveness.
- Ensure the effective use of all resources, including staff recruitment and the deployment of staff.
- Allocate financial resources appropriately, efficiently and effectively.
- Engage with and participate in the Camden Learning meetings initiatives where appropriate.
- A commitment to advocate for the present Maintained Nursery School sector and its impact on children's outcomes and positive life chances.

Leading Teaching and Learning

- Secure excellent teaching through an analytical understanding of how children learn and of the core features of successful early years practice and curriculum design, leading to rich curriculum opportunities and children's wellbeing.
- Be an excellent role model, exemplifying high quality, creative and inclusive early years teaching which takes account of children's interests, raises

achievement, and guides children to become resilient, confident and independent learners to prepare children from all backgrounds for their next phase of education and life.

- Ensure the highest standards of achievement for children across the full range of abilities and needs, through high expectations and setting stretching and challenging objectives for all staff and children.
- Ensure the school learning environment is designed to suit the ages, aptitudes and abilities of every individual child, providing all the children with opportunities for development within the Early Years Foundation Stage curriculum (EYFS).
- Inspire and support every member of staff to deliver quality-first teaching for every child. Ensure teaching is underpinned by understanding of early childhood development and play, learning dispositions, curriculum expertise and research.
- Use an effective system for summative assessment and formative assessment, to inform teaching, resourcing, strategy and decisions.
- Establish and maintain curriculum expertise across the staff team with access to professional networks and communities.
- Use valid, reliable and proportionate approaches to assessing children's skills, knowledge and understanding of the curriculum.
- Monitor and evaluate procedures and processes put in place for managing teaching and learning and children's achievement.

Professional Conduct

- Uphold public trust in school leadership and maintain consistently high standards of ethics, behaviour and principled, professional conduct in line with 'The Nolan Principles of Public Life.'
- Maintain and build positive, respectful relationships across the school community, including but not limited to, the children, families, the staff team, the Governing Body, colleagues within the Local Authority and partner organisations.
- Treat everyone with fairness, dignity and respect to maintain a positive and fully inclusive culture.
- Lead by example through your own excellent early years practice and demonstrate a commitment to challenging inequality, promoting social mobility, equity, anti-racism and safeguarding the vulnerable.
- Be a reflective practitioner who is positive and resilient, who is prepared to offer challenge when needed and who will make timely decisions based on good judgement. Serve in the best interests of all the school's children and families.

Additional and Special Educational Needs (SEN) and Disabilities

- Work strategically and collaboratively with the SENDCo to identify and provide for the specific needs of all children, including those facing disadvantage, taking account of current legislation so that all staff and the Governing Body are able to carry out their statutory responsibilities.
- Promote a culture that seeks to do everything possible to admit all children to the school, including ensuring there is communication with families and linked professionals, and that suitable training is given for staff teams.
- Promote a culture and practices that enable all children to access the curriculum. Ensure the school holds ambitious expectations for all children with additional and special educational needs and/or disabilities.
- Ensure the school works effectively with parents/carers and professionals to identify additional needs and disabilities of children, providing support and adaptation where appropriate.
- Work in collaboration with other professionals and agencies as appropriate, in line with statutory duty.
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

Equality, Diversity and Inclusion

- Be responsible for implementing the Camden's policies on equal opportunities and inclusion for all staff, children and families.
- Ensure that equality of opportunity is placed at the heart of all school activities, policies and practice and that any barriers to educational achievement are identified and effectively addressed.
- Ensure that all children receive equal access to high quality, creative education, which encourages and challenges them to develop an ongoing love of learning whilst developing a positive perception of themselves as a competent, capable learner.
- Ensure equality of opportunity in the appointment and promotion of all staff. Maintain and promote active strategies, which value the diversity of the school community and ensure the provision of equality of opportunity and equitable treatment, regardless of social disadvantage, race, disability, religion, gender or sexual orientation.

Safeguarding and Promoting the Welfare of Children

- Responsible for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the LA and school
- Ensure staff and children's safety and welfare through effective procedures and approaches to safeguarding, as part of a duty of care and statutory requirement.
- Ensure that all statutory and advisory duties regarding safeguarding and child protection are in place and robustly monitored.

- Ensure that liaison with other professionals and agencies happens as appropriate.
- Provide a calm, safe and well-ordered learning environment, where all children can achieve well and feel safe and where staff are focused on safeguarding.
- Hold all governors, staff, students and volunteers accountable for their contribution to the safeguarding regulations.

Staff Management and Development

- 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. This includes the offer from the Local Authority and Camden Learning.
- Keep up to date with developments and research in education.
- Manage own workload and that of the staff team with due attention to workload and wellbeing.
- Promote the Local Authority Employee Assistance Programme to all staff.
- Ensure staff have access to appropriate, high standard professional development opportunities.
- Ensure training and continuing professional development is effectively planned, delivered and evaluated, to meet the needs of all staff members.
- Ensure the implementation of a Professional Appraisal process for all staff.
- Ensure their own professional development is kept up to date.

Governance, accountability and working in partnership

- Understand and welcome the role of effective governance.
- Ensure that staff understand their professional responsibilities and are held to account.
- Promote a whole school ethos of collective responsibility, ensuring accountabilities are clearly defined, understood, reviewed and evaluated.
- Demonstrate a commitment to collaborative working so that everyone can share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Work successfully with other schools, organisations, professionals from other services, engaging proactively Camden Learning and the Local Authority.
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all children.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of tasks that the Headteacher will carry out.

The postholder may be required to do other duties appropriate to the level of the role.

TC MNS Headteacher - Person Specification

Criteria/Requirements Essential Desirable

Qualifications and Training:

- Qualified Teacher Status (QTS)
- Relevant and recent professional development, specifically linked to the Job Description, Leadership and Early Years.
- NPQICL, NPQH, or equivalent leadership qualification (desirable).

Experience:

- Experience of successful recent leadership, that has incorporated the Foundation Stage, either as a Headteacher or Deputy/Assistant Head. Leading a team towards clear goals and objectives, impacting on whole school improvement, with a positive impact on outcomes for all children.
- Experience of high-quality early years teaching within the age range 2-5 years old (including children with SEND), with a proven track record of leading school improvement and raising standards with an ability to collate and analyse evidence to inform school self-evaluation.
- Experience of leading significant organisation change, and financial sustainability planning.
- The ability to work in partnership with our Governing Body, providing them with information, advice and guidance to enable them to meet their responsibilities in holding our school to account as well as co-construct a vision for school.
- Significant experience in building and maintaining effective, positive relationships with children, their families, staff, governors, and wider complex stakeholder relationships during periods of change, working collaboratively with them in the children's best interests.
- Successful experience of, and commitment to, leading staff professional development, including through training and coaching/mentoring, impacting on sustained improvements in the quality of teaching and learning, holding staff to account and leading professional appraisals for all staff; using the strength of collaborative work with our established partners.
- Experience of being a Designated Safeguarding Lead.
- Experience of multi-agency working to achieve strategic objectives leading to improved outcomes for vulnerable children.
- Experience of prudent and effective management of school budgets in a constrained financial context. Experience of managing a deficit budget. Experience of recruiting and deploying staff effectively to maximise the smooth operation of the school and efficient use of budget.

Professional Knowledge and Skills:

- Able to demonstrate excellent pedagogical knowledge and understanding of current research, theory and practise in inclusive early years education with a strong understanding of play-based pedagogy, how teachers can best teach and a passion and commitment to Maintained Nursery School education.
- A thorough working knowledge of the early years curriculum and the ability to use, analyse and monitor children's data to identify needs and trends in order to promote an appropriate level of challenge for children. Knowledge of the curriculum beyond nursery, to ensure our children are prepared for the next steps in their learning and life.
- A comprehensive knowledge of the national policy framework, current educational legislation, initiatives and climate. Understanding and compliance with statutory guidance regarding the National Standards for Headteachers, EYFS, data protection, health, safety, well-being, safeguarding, equality and inclusion, and sustainability and the environment.
- A thorough working knowledge and understanding of relevant safeguarding and child protection legislation, including the many facets that create safe practise and minimise harm.
- Ability to communicate and implement change with credibility and empathy.
- Strategic planning and organisational transformation skills
- Excellent interpersonal and communication skills, both oral and written, including through the use of I.T. The ability to be discreet and adhere to confidentiality.

Personal Attributes and Qualities:

- An ambitious and diligent professional who can motivate and inspire others including children, staff, families and governors, leading by example and modelling excellent teaching skills which respond to the needs and interests of all children.
- Reflective, pro-active and committed to collaborative working and ongoing professional development. Strong interpersonal skills. Approachable, empathetic and an active listener, able to reflect upon the needs of all our stakeholders.
- Ability to work under pressure, manage time appropriately, make well-informed decisions and prioritise effectively. Efficient and well-organised with the flexibility, initiative and drive to maintain a positive attitude in the face of a challenging and demanding job.
- Ability to manage the wellbeing of others and self in a high performing environment.
- The ability to play and interact with all children.
- Have a caring and respectful attitude towards children which values each child's potential and individuality.

- A positive and resilient individual with drive, vision and integrity for the community. The ability to clearly communicate the strategic vision for the school and actively demonstrate the ethos and values of the school in everyday practice.