



JOB DESCRIPTION

Job Title:	Headteacher
Pay Grade:	L15 to L21
Responsible to:	Governing Body
Direct Line Management Responsibility:	Senior Leadership Team, Heads PA
Indirect Line Management Responsibility:	All staff
Important Functional Relationships:	<p><u>Internal:</u> Senior Leadership Team, School Staff, Chair of Governors, Vice Chair of Governors, Chair and Vice Chair of Committees, Individual Governors,</p> <p><u>External:</u> Parents, Visitors, Cornwall Council, Department for Education (DfE), Education and Skills Funding Agency (ESFA), Accountants and Auditors, Solicitors, Local Authority, (e.g. LFS Technician, Responsible Officer, Payroll Officers), HR Adviser, IT Consultant & Technician, External consultants, Ofsted, Other local schools and educational establishments.</p>

Main Purpose of Job

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- 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 progress towards achieving the school's aims and objectives
- Allocate financial resources appropriately, efficiently and effectively
- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

Main Duties and Responsibilities

School culture and behaviour

1. Create a culture where pupils experience a positive and enriching school life
2. Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
3. Ensure a culture of staff professionalism
4. Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
5. Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Teaching, curriculum and assessment

6. Establish and sustain high-quality teaching across all subjects and phases, based on evidence
7. Ensure teaching is underpinned by subject expertise
8. Effectively use formative assessment to inform strategy and decisions
9. Ensure the teaching of a broad, structured and coherent curriculum
10. Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
11. Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
12. Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read

Additional and special educational needs (SEN) and disabilities

13. Promote a culture and practices that enables all pupils to access the curriculum
14. Have ambitious expectations for all pupils with SEN and disabilities
15. Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
16. Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

Managing the school

17. Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
18. Manage staff well with due attention to workload
19. Ensure rigorous approaches to identifying, managing and mitigating risk

Professional development

20. Ensure staff have access to appropriate, high standard professional development opportunities
21. Keep up to date with developments in education
22. Seek training and continuing professional development to meet needs

Governance, accountability and working in partnership

23. Understand and welcome the role of effective governance, including accepting responsibility
24. Ensure that staff understand their professional responsibilities and are held to account
25. Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
26. Work successfully with other schools and organisations

27. Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Other areas of responsibility

This is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Tregolls School – An Academy

PERSON SPECIFICATION: **Headteacher**



Section 1: Qualifications and Experience

1.1	Degree(s) or equivalent	Essential
1.2	Qualified teacher status	Essential
1.3	NPQH	Desirable
1.4	Extensive experience of teaching in the primary phase	Essential
1.5	Proven recent successful experience as a Headteacher or Deputy in a primary school	Essential
1.6	Experience of work in a school improvement role beyond own school	Desirable
1.7	Involvement in school self-evaluation and development planning	Essential
1.8	Demonstrable experience of successful line management and staff development	Essential

Section 2: Knowledge, Skills and Abilities

2.1	Proven impact of excellent leadership and management skills, especially in relation to improving outcomes for children	Essential
2.2	Experience of a wide range of monitoring and evaluation strategies and using them to aid school improvement	Essential
2.3	In-depth knowledge and understanding of the current curriculum (primary and EYFS)	Essential
2.4	Experience of working effectively with pupils and families with social, emotional and mental health difficulties	Essential
2.5	Proven excellence in own teaching and learning and ability to model effective practice for others	Essential
2.6	Proven excellent interpersonal relationship skills and the ability to communicate effectively and sensitively with a wide variety of stakeholders	Essential
2.7	Ability to analyse performance data and use this information to improve outcomes across the phase	Essential
2.8	Proven ability to challenge underperformance in others and implement strategies that improve the quality of teaching and learning	Essential
2.9	Knowledge and experience of effective resource management, including premises and personnel management	Essential
2.10	Knowledge of school budget management	Essential
2.11	Experience of effective working with a range of support agencies and clear understanding of safeguarding role	Essential
2.12	Knowledge and experience of health and safety requirements	Essential

Section 3: Personal Attributes and Qualities

3.1	Commitment to the school's vision and values	Essential
3.2	Commitment to uphold the 7 principles of public life (the Nolan principles) at all times	Essential

3.3	Confidence to make decisions in the best interest of the children	Essential
3.4	Inspire and motivate others to achieve their best	Essential
3.5	Solve problems creatively and effectively	Essential
3.6	Operate effectively when working under pressure	Essential
3.7	Excellent punctuality and attendance record	Essential
3.8	Commitment to maintaining confidentiality at all times	Essential
3.9	Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position	Essential