

Job Specification

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| **Job Title: Head teacher**  |
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| **Group of School:** 4  | **Indicative Pay Range ( 7 pts): L21 - L27** |
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| **Reporting to: Chair of Governors**  |
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| **Location: Snapethorpe Primary School** |
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| **Service Directorate:** **Children & Young Peoples Services**  |
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| **The overall purpose of the post of Headteacher:** The Headteacher will be responsible for the internal organisation, management and control of the school in accordance with safeguarding legislation, School Teachers’ Pay and Conditions Document, the policies of the Governing Body (including its annual budget), applicable legislation and the policies of Wakefield Council. The Headteacher, working with the Governing Body, Senior Leadership Team and school staff will develop a strategic view for the school in the context of its wider community and will ensure accurate school self-evaluation to inform school improvement planning. The headteacher will meet the headteacher standards as published October 2020. |

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| **Requirements for the post** |
|  | **Essential** | **Desirable** |
| **Qualifications** | * First degree/teaching certificate and Qualified Teacher Status.
* Recent professional development relevant to Senior Management.
 | * Have had or be undertaking further study relevant to headship (e.g. Diploma or Higher Degree).
* National Professional Qualification for Headship (NPQH).
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| **Experience** | * Background in Primary Education or other relevant phase.
* Senior or whole school management at Headteacher, Deputy Headteacher or Assistant Headteacher level.
* Curriculum Development responsibility in a core subject.
* Successful leadership of a team
* Successful and relevant teaching experience.
 | * Working in other primary schools or other relevant phase.
* Experience of working with children who present challenging behaviour.
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| The School's Governing Board wish a particular emphasis to be placed upon the following Headteacher Standards: - |
| **School culture** | * establish and sustain the school’s ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
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| **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
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| **Curriculum and assessment** | * ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
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| **Behaviour** | * 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
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| **Additional and special educational needs and disabilities** | * ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs[8](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020#fn:9) and special educational needs and disabilities[9](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020#fn:10) of pupils, providing support and adaptation where appropriate
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| **Professional development** | * ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
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| **Organisational management** | * ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care
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| **Continuous school 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
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| **Working in partnership** | * forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
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| **Governance and accountability** | * establish and sustain professional working relationship with those responsible for governance
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| **Key Outcomes / Activities**  |
| **Whole School Organisation, Strategy and Development*** Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.
* Develop, implement and evaluate the school’s policies, practices and procedures.
* Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
* Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
* Create an organisational structure which reflects the school’s values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
* Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.

**Teaching and Learning*** Lead and manage teaching and learning throughout the school. Including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils-
	+ in the first, second, third and fourth key stages, for foundation and other core subjects and religious education; and in the preliminary stage. (as applicable).
* Teach (where applicable).
* Ensure a consistent and continuous school-wide focus on pupils’ achievement, using data and benchmarks to monitor progress in every child’s learning.
* Ensure that learning is at the centre of strategic planning and resource management.
* Determine, organise and implement a diverse, flexible curriculum and implements an effective assessment framework.

**Safeguarding and Behaviour*** Manage the school’s responsibility for safeguarding pupils’ wellbeing and in providing a safe environment in which pupils can learn.
* Ensure good order and discipline amongst pupils and staff.

**Management of Staff and Resources*** Lead, manage and develop the staff, including appraising and managing performance.
* Develop clear arrangements for linking appraisal to pay progression and advise the Governing Body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.
* Organise and deploy resources within the school.
	+ Manage the school’s financial and human resources effectively and efficiently to achieve the school’s educational goals and priorities.
	+ Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
* Promote harmonious working relationships within the school.
* Maintain relationships with organisations representing teachers and other members of the staff.
* 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.
* Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.

**Professional Development*** Promote the participation of staff in relevant continuing professional development.
* Participate in the arrangements for own performance and further training and professional development.
* Develop and maintain a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory.

**Accountability*** Consult and communicate with the Governing Body, staff, pupils, parents and carers.
* Fulfil commitments arising from contractual accountability to the Governing Body.
* Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
* Work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities.
* Develop and present a coherent, understandable and accurate account of the school’s performance to a range of audiences including governors, parents and carers.

**Work with Colleagues, other Relevant Professionals and the Community*** Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.
* Build a school culture and curriculum which takes account of the richness and diversity of the school’s communities.
* Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
* Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
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| **Responsibility for Resources** |
| **Employees (supervision):**For all staff employed to work at the school (Teaching and Support Staff) except for staff employed to provide school meals/ cleaning through a service level agreement)). |
| **Financial:** Overall responsibility for the agreed school budget which includes the setting and overall monitoring to ensure effective spend and income generation |
| **Physical:**Overall responsibility for the physical resources held in school e.g. manual or computerised information; data and records; office and other equipment; tools and instruments; vehicles; machinery; fixtures and fittings; goods, stocks and supplies. |
| **Employment checks** |
| **The following employment checks are required:*** **Identity Check**
* **Childrens Barred List**
* **Prohibition from Teaching Check**
* **Evidence of a satisfactory safeguarding check e.g. Enhanced DBS Check**
* **Evidence of entitlement to work in the UK**
* **Childcare Disqualification Declaration (where applicable)**
* **Evidence of Essential Qualifications – see page 2 of this Job Specification**
* **Two satisfactory references (including current or most recent employer)**
* **Confirmation of medical fitness for employment**
* **Registration with appropriate bodies (where applicable)**
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| **Date completed: September 2015** |