

# William Cobbett Primary School

## Job Profile & Person Specification

### Headteacher

<b>JOB TITLE:</b>	<b>Headteacher</b>
<b>ACCOUNTABLE TO:</b>	<b>The Governing Board</b>
<b>RESPONSIBLE FOR:</b>	<b>All staff and pupils in the school</b>
<b>DATE:</b>	November 2022

#### Key Requirements and Accountabilities:

<b>Shaping the School</b>	<p>We are looking for an experienced school leader and highly competent manager who:</p> <ul style="list-style-type: none"><li>• Will embrace the values and vision of William Cobbett Primary School and is committed to working in partnership with staff and families to encourage every child to be the best they can be.</li><li>• Will support and lead our exceptional staff team, enabling them to deliver the best educational experience for all our children.</li><li>• Places children at the centre of everything they do, is an inspirational and passionate educator who understands the importance of supporting the whole child, and ensures our children have opportunities to develop in all areas across a broad curriculum.</li><li>• Communicates clearly, is able to build good relationships with all members of our community and is approachable and caring.</li><li>• Understands the complexities and challenges of managing a large split site primary school with a specialist centre for children with SEND.</li></ul>
<b>Qualities and Knowledge</b>	<p>Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils.</p> <p>Demonstrate optimistic personal behaviour, positive relationships and attitudes towards your pupils and staff, and towards parents, governors and members of the local community.</p> <p>Lead by example, with integrity, creativity, resilience, and clarity; drawing on scholarship, expertise and skills, and that of others.</p> <p>Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.</p> <p>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.</p> <p>Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.</p> <p>Provide inspiration and strong leadership to the teaching team to ensure that the school continues to deliver the highest standards of teaching and learning across the board.</p>

	<p>Lead by example in communicating and embodying the school's vision and values, ensuring they are clearly articulated, understood and acted upon effectively by all.</p> <p>Ensure that strategic planning takes account of the diversity, values and experience of the school and community.</p> <p>Lead in formulating, implementing, monitoring and reviewing policy and practice together with the Governing Board.</p>
<b>Pupils and Staff</b>	<p>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.</p> <p>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' wellbeing.</p> <p>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.</p> <p>Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, creating a shared culture and positive environment.</p> <p>Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.</p> <p>Hold all staff to account for their professional conduct and practice.</p> <p>Maintain a consistent and continuous school-wide focus on pupils' achievement using data, benchmarks and feedback to monitor progress in every child's learning.</p> <p>Create a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.</p> <p>Ensure that parents are appropriately engaged in partnership with the school in their children's development.</p> <p>Develop effective professional relationships and good communication, which enable everyone in the school to achieve.</p> <p>Ensure effective planning, allocation, support and evaluation of work, establishing clear delegation of tasks and responsibilities.</p> <p>Retain and, where necessary, recruit a high-quality leadership and teaching team and deploy staff effectively in order to improve the quality of education.</p> <p>Ensure that staff wellbeing is prioritised.</p>
<b>Systems and Processes</b>	<p>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.</p> <p>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.</p> <p>Take responsibility for promoting and safeguarding the welfare of children and young people within the school.</p> <p>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.</p>

	<p>Welcome strong governance and actively support the Governing Board in understanding its role and delivering its functions effectively, particularly in relation to setting school strategy.</p> <p>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.</p> <p>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.</p> <p>Work within the school community to ensure the school's vision is translated into agreed objectives and plans which will promote school improvement.</p> <p>Ensure that the safeguarding arrangements within the school are visibly compliant with national guidelines and the school's policies and procedures, including, but not limited to, safer recruitment, annual safeguarding training, single central record and DBS clearance process.</p> <p>Nurture a supportive working environment where employees and pupils feel able to report behaviour / incidents of concern in complete confidence.</p> <p>Take time to plan and regularly review the staffing structure to ensure its sustainability for the school.</p> <p>Agree and set appropriate priorities for expenditure, allocate funds and ensure systems are in place for the effective administration and control of school budgets.</p> <p>Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.</p> <p>Ensure that all school buildings meet the needs of the curriculum and health and safety regulations.</p>
<p><b>The Self-Improving School System</b></p>	<p>Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.</p> <p>Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.</p> <p>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.</p> <p>Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.</p> <p>Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.</p> <p>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.</p> <p>Be focused on opportunities for growth and continuing professional development of the teaching team by creating an inspiring professional work environment.</p> <p>Ensure that all staff are involved in the school development plan and that staff and governors have the opportunity to be involved in setting key priorities.</p> <p>Engage in rigorous self-evaluation to ensure that William Cobbett Primary School continues to develop a holistic approach to supporting pupil development.</p>

	Assess, monitor and evaluate the quality of teaching standards and the delivery of the curriculum across the board in order to build on success and identify and act on areas of improvement.
<b>Other key accountabilities</b>	<p>Be accountable for the overall performance of the school.</p> <p>Ensure that staff recognise that they are accountable for the success of the school and are clear what their role is.</p> <p>Be confident, consistent and fair in holding staff accountable for their performance against appraisal targets.</p> <p>Be regularly visible in and available to the school community.</p>

The Headteacher may also be required to undertake other reasonable duties as may be requested by the Governing Board from time to time.

This job description is subject to the general conditions of service for a Headteacher as set out in the School Teachers' Pay and Condition Document. The job description is based on the National Standards of Excellence for Headteachers.

## Person Specification

The person specification shows the abilities and skills you will need to carry out the duties in the job profile. You should indicate clearly how you meet these requirements with examples of impact when you fill in your application form and supporting statement.

The letters in the final column indicate in which element of the recruitment and selection procedure the evidence is intended to be collected.

A Application Form      SS Supporting Statement    I Interview

	Qualifications and experience	Assessment Method
1.	Qualified Teacher Status or Qualified Teacher Learning and Skills (QTS or QTLS) (with degree level education or equivalent). <i>Desirable:</i> National Professional Qualification for Headship (or working towards this) or evidence of other successful post-graduate study (e.g. MA in Education).	A
2.	Proven recent senior leadership experience in a primary school. <i>Desirable:</i> Evidence of successful senior leadership as a headteacher in a primary school.	A
3.	Proven excellent and inspirational teaching in primary sector <i>Desirable:</i> Record of substantial and successful class teaching across all stages of primary education	A,I
4.	Relevant experience of working with children with a wide range of special needs. <i>Desirable:</i> Experience and knowledge about inclusive education and working with children with Special Educational Needs and/or Disabilities.	A,I
5.	Experience and understanding of managing people, budgets and IT in relation to its effective use in the curriculum.	A,SS,I
6.	Completion of regular safeguarding training <i>Desirable:</i> Completion of Designated Safeguard Lead training and experience of holding this post.	A, I
7.	Experience of multi-agency working to support vulnerable children and families, the ability to build good relationships with vulnerable families and working knowledge of Keeping Children Safe in Education 2022	A, I, SS
8.	A proven track record of raising pupil achievement across a wide range of abilities and backgrounds including children with EAL, Pupil Premium and SEND	A, I, SS
	<b>Knowledge and skills</b>	
	<b>Leadership and Management</b>	
1.	The ability to develop and communicate a clear vision for the future development of the school in consultation with stakeholders.	I
2.	To have an up-to-date understanding of national policy, curriculum developments, and statutory and legal frameworks within which schools operate, including the Ofsted Inspection framework and safeguarding practices and procedures.	SS,I
3.	The ability to lead, motivate and inspire others and manage people to work as individuals and as part of a team. To provide professional leadership, motivate staff, set standards and engender initiative and a common purpose.	SS,I
4.	The ability to initiate and manage change to meet the school's strategic objectives.	I
5.	The ability to lead the development, planning, monitoring and evaluation process.	I
6.	The ability to manage and plan strategically the use of financial and other resources to achieve the school's objectives.	SS,I
7.	The ability to plan, prioritise and delegate responsibilities according to both the long term and day-to-day needs of the school, monitor their implementation and ensure feedback on their effectiveness.	SS,I
8.	The ability to identify and evaluate data critical to the assessment of the school's performance and take appropriate action.	SS,I

9.	The ability to maintain good behaviour and discipline to support children's learning and social development.	SS,I
10.	The ability to communicate effectively in writing and orally to a range of audiences.	SS,I
11.	Experience of developing and successfully utilising strong distributed leadership	SS, I
12.	Experience of school self-evaluation and performance management processes and an understanding of their impact on raising standards.	SS, I
13.	A proven track record of leading school improvement planning, setting clear improvement targets, consulting with staff, ensuring implementation across the school and monitoring and evaluating of success.	SS, I
Management of Teaching, Learning and Assessment		
1.	Demonstrate a sound understanding of child development and learning.	A,SS,I
2.	Demonstrate an understanding of the principles of excellence in teaching, learning and assessment, competently using ICT to provide continuous monitoring.	A,SS,I
3.	Demonstrate a thorough understanding of the teaching skills required to achieve high standards and experience of raising pupil attainment and ensuring strong pupil progress.	A,SS,I
4.	Demonstrate an ability to monitor and evaluate the quality of teaching, learning and assessment with a demonstrable impact on improving pupils' outcomes.	I
5.	Demonstrate a very good knowledge and understanding of how to provide a broad and balanced education and the widest range of opportunities for all pupils, including SEND and disadvantaged children, to enable them to achieve their full potential.	I
6.	Demonstrate ability to collate and evaluate school data and monitor progress in children's learning and to inform future school improvement priorities.	I
Building Partnerships and Developing Self and Others		
1.	The ability to lead and motivate colleagues including performance management and continuous professional development (CPD).	SS,I
2.	The ability to work in partnership with Governors, the LA, and other schools.	SS,I
3.	The proven ability to work in partnership with all families to involve them in the education of their children.	SS,I
4.	The proven ability to involve all pupils in their education and learning.	SS,I
5.	Up-to-date knowledge and understanding of current developments in education, including evidence of commitment to recent CPD.	A,SS
6.	The ability to drive performance whilst effectively challenging underperformance.	A,SS,I
7.	Experience of managing and motivating highly experienced staff, as well as staff induction, training and mentorship.	A, SS, I
Managing the School		
1.	The ability to be accountable to the Governing Board for decisions taken affecting pupils, staff and the wider community.	I
2.	The ability to promote good staff and parent relationships and deal sensitively with people and any conflicts.	SS,I
3.	Undertake whole school self-evaluation and performance monitoring using all data available (including local and national standards) to rigorously analyse performance.	SS,I
4.	Commitment to safeguarding children and ensuring all members of the community share that commitment.	A,SS,I
5.	A proven track record of managing and working resourcefully within an annual budget and the ability to undertake realistic financial planning.	SS, I
6.	<i>Desirable:</i> Experience of successful fundraising, grant applications and/or additional income generation	I
7.	<i>Desirable:</i> Experience of working in a split site school and an awareness of the challenges this presents.	I

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an enhanced Disclosure and Barring Service check.