***Dundale Primary School & Nursery***

**Job Description for Headteacher at Dundale Primary School & Nursery**

**Main Purpose of Role**

Overall responsibility for providing leadership to the school to secure its success and continuous improvement, ensuring high quality education for all its pupils and improved standards of teaching and learning in line with statutory requirements.

This job description reflects the national standards of excellence for headteachers 2020. <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>

The appointment is subject to the current conditions of employment of Headteachers, contained in the Schools Teachers’ Pay and Conditions document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools and a positive and enriching experience of education for students. Together with those responsible for governance, they are custodians of the nation’s schools. Parents and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility.

**Key responsibilities as Headteacher of Dundale Primary School & Nursery**

**Standards**

* Effectively lead and manage the school to secure the best possible progress and attainment for our children.
* Promote excellence, equality, and high expectations for all pupils.
* Build high and consistent standards across the school in terms of policy, procedure and expectations of both pupils and staff.
* Create and maintain a secure, caring and stimulating environment to promote curiosity, a love of learning and the knowledge and skills to excel in life.

**Administration:**

* Effectively and efficiently deploy resources to achieve the school’s aims.
* Ensure effective and efficient day-to-day management, organisation and administration of the school.

**Community:**

* To build, develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of our pupils.
* Maintain and develop the ethos and values of the school.

**Section 1: Ethics and professional conduct**

Our Headteacher will demonstrate consistently high standards of principled and professional conduct and is expected to meet the teachers’ standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers should uphold and demonstrate the [Seven Principles of Public Life](https://www.gov.uk/government/publications/the-7-principles-of-public-life) at all times.

The Headteacher at Dundale School should uphold public trust in school leadership and maintain high standards of ethics and behaviour both within and outside school and:

* build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position;
* show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain;
* uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect for all faiths and beliefs;
* ensure that personal beliefs are not expressed in ways which exploit their position, pupils’ vulnerability or might lead pupils to break the law.

As leader of the school community our Headteacher will:

* serve in the best interests of the school’s pupils, staff and parents/carers;
* uphold their obligation to give account and accept responsibility;
* know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities;
* take responsibility for their own continued professional development, engaging critically with educational research;
* make a positive contribution to the wider school community.

**Section 2: Headteachers’ standards**

**1. 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.
* Create a culture where pupils experience a positive and enriching school life.
* Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
* Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
* Ensure a culture of high staff professionalism.

**2. Teaching**

* Establish and sustain high-quality, expert and quality first teaching across all subjects and phases.
* Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
* Ensure effective use is made of formative and summative assessment to have a lasting impact on children’s learning.
* To break down the barriers to learning by providing individualised and personal support to children and their families.

**3. Curriculum and assessment**

* Ensure a curriculum that is ambitious and clear in its intent, implementation, and impact. It should be broad, structured, and coherent demonstrating a clear continuum of knowledge and skills within and between subjects.
* Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
* Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics.
* Ensure valid, reliable and proportionate approaches are used when assessing pupils’ knowledge and understanding of the curriculum.

**4. Behaviour**

* Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff, pupils, parents/carers and governors.
* Ensure high standards of pupil behaviour and courteous conduct in accordance with the school’s behaviour policy.
* Implement consistent, fair and respectful approaches to managing behaviour.
* Ensure that adults within the school model and teach the behaviour of a good citizen.
* Uphold fundamental British values including democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs.

**5. Additional and special educational needs and disabilities**

* Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
* Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
* Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
* Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

**6. Professional development**

* Ensure that staff have access CPD opportunities rooted in up-to-date educational research promoting an atmosphere of continual personal development and aligned to the priorities of whole-school improvement, team and individual needs.
* Prioritise the professional development of staff, which is consistent with the approaches laid out in the standard for teachers’ professional development.
* Ensure that professional development opportunities draw on expert provision from beyond the school, are evidence based, good value and measurable in terms of impact.

**7. Organisational management**

* Ensure the protection and safety of pupils and staff through effective approaches to safeguarding.
* Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds.
* Ensure staff are deployed and managed well with due attention paid to workload.
* Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently upholding the principles of transparency, integrity, and probity.
* Ensure rigorous approaches to identifying, managing and mitigating risk.

**8. Continuous school improvement**

* Make use of effective processes of evaluation to identify and analyse problems and barriers which limit school effectiveness and identify priority areas for 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.
* Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.
* Think creatively and imaginatively to anticipate and solve problems and identify opportunities for the school

**9. Working in partnership**

* Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
* Commit Dundale School to work successfully with other schools and organisations in a climate of mutual challenge and support and to explicitly support transition stages.
* Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

**10. Governance and accountability**

* Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
* Establish and sustain professional working relationship with those responsible for governance.
* Ensure that staff know and understand their professional responsibilities and are held to account.
* Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.