



**'Committed to inclusion, passionate about learning'**

## **Danegrove Primary School**

### **Job Description and Person Specification – Headteacher**

<b>Position Title:</b>	Headteacher
<b>Salary:</b>	L21-L27 (£72,643-£82,480 Outer London)
<b>Reports to:</b>	The Governing Body
<b>Supervisory responsibility:</b>	Deputy Headteachers, Assistant Headteachers, School Business Manager
<b>Responsible for:</b>	Carrying out the duties of a Headteacher as set out in the current School Teacher's Pay and Conditions document, the National Standards for Headteachers and the policies and procedures of the Governing Body

#### **Main Purposes of the Job:**

- To provide professional leadership for the school which secures its success and improvement, ensuring high quality education which inspires and motivates its pupils and improves standards of learning and achievement.
- To work with and through others to secure the commitment of the wider community to the school.
- To ensure that the staff team are developed to be effective leaders and skilled practitioners.
- To delegate to the staff team effectively to ensure the ongoing success of the school.
- To provide regular and accurate feedback to governors and other shareholders using a range of performance measures agreed in advance.

#### **Principal Duties:**

##### **1. School culture**

- To establish and inspire an ethos of enthusiasm and genuine passion for the school in partnership with all stakeholders.
- To create a culture where pupils experience a positive and enriching school life.

- To uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- To promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- To ensure a culture of high staff professionalism.
- To work in collaboration with the senior leadership team.
- To lead assemblies.

## **2. Teaching & Learning**

- To promote the role of children's voice in contribution to teaching and learning in the drive towards outstanding provision.
- To establish and sustain high-quality, expert teaching and learning across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- To ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- To ensure effective use is made of assessment.
- To maintain the continuous professional development of staff by using positive models of teaching and learning both inside and outside the school.
- To ensure there is a clear understanding of what good and outstanding inclusive teaching looks like and monitor standards through a range of activities.
- Work with the SLT to monitor the impact of provision and intervention, making adaptations as needed to promote good progress for all pupils.

## **3. Curriculum and Assessment**

- To create a broad, structured, coherent and stimulating curriculum entitlement which sets out the knowledge, skills and values that will be taught to prepare pupils for the future.
- To establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- To ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- To ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.
- To ensure that curriculum and assessment practices are effective and manageable in order to support teacher workload.
- To ensure school performance information, both statutory and in school information, is used to identify priorities for improvement.

## **4. Behaviour**

- To 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.

- To ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- To implement consistent, fair and respectful approaches to managing behaviour.
- To ensure that adults within the school model and teach the behaviour of a good citizen.
- To work in partnership with parents to improve pupil behaviour when required.

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

- To establish and maintain an ethos of inclusion for all pupils.
- To ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities (SEND).
- To establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- To 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.
- To ensure the school fulfils its statutory duties with regard to the SEND code of practice.

## **6. Professional Development**

- To ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- To ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

## **7. Organisational management**

- To ensure the accountability and effectiveness of all school leaders.
- To ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- To prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- To ensure staff are deployed and managed well with due attention paid to workload.
- To establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- To ensure rigorous approaches to identifying, managing and mitigating risk.

## **8. Continuous school improvement**

- To ensure that all staff are involved in the school recruitment process and are invested in it.
- To make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness

and identify priority areas for improvement.

- To 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.
- To ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.
- To ensure that all improvements are driven by accurate self-evaluation.

#### **9. Working in partnership**

- To forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- To commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- To 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**

- To understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- To establish and maintain an effective partnership with the governing body which utilizes their strengths and expertise to benefit the school.
- To establish and sustain professional working relationship with those responsible for governance.
- To ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

#### **11. Safeguarding**

- To ensure that the school develops and maintains an overall ethos of care and safety for children.
- To ensure that the school meets all of its statutory responsibilities in terms of 'Keeping Children Safe in Education'.
- To develop children's own responsibilities in terms of keeping themselves and others safe.

## Person Specification

### Qualifications

#### Essential:

- Qualified teacher status
- Degree level qualification
- Evidence of regular, recent and relevant professional development
- Confirmation of safeguarding training

#### Desirable:

- National Professional Qualification for Headship (NPQH)
- Leadership and management training
- Evidence of further academic or professional development

### Experience

#### Essential:

- Senior leadership as a headteacher, deputy or assistant headteacher in a primary school
- Responsibility for the line management and professional development of staff
- Extensive teaching in the primary school age range
- Contribution to school governance as part of a governing body
- Involvement in school self-evaluation and development planning
- Development of curriculum and assessment processes
- Evidence of successfully implementing continuous school improvement
- Record of raising achievement across a wide range of abilities and social contexts
- Successful implementation of innovative and progressive approaches in practice
- Managing and implementing robust safeguarding protocols, procedures and practices
- Responsibility for financial planning, budget management and resource management

#### Desirable:

- Leadership position in a primary school recently rated as outstanding
- Evidence of significant fund-raising or revenue generation in a school or other context

### Knowledge

**Essential:**

- Legal obligations and statutory requirements relating to the school context
- Sound understanding of relevant professional statutory duties, policies and practices
- Current national educational policy, curriculum and inspection frameworks
- Accountability and performance measures relevant to schools
- Principles and best practice for effective teaching and learning across all abilities
- Familiarity with school finances and business management
- Legal requirements in relation to staff recruitment, retention, deployment and development

**Skills****Essential:**

- Proven leadership ability with capacity to communicate a vision and inspire others
- Demonstrable ability to build collaborative relationships based on confidence and trust
- Effective and persuasive oral, written and interpersonal communication
- Talent for building teams and effective working relationships
- Excellent organiser with attention to detail while maintaining focus on the big picture
- Ability to prioritise and manage time effectively, escalating and delegating appropriately
- Application of data analysis to identify trends and set targets
- Advanced use of current information and communications technologies
- Able to work in partnership with individuals, communities and organisations outside the school

**Qualities****Essential:**

- Vision, enthusiasm, drive, honesty and commitment to lead visibly from the front
- Strategic thinker that looks ahead to anticipate potential opportunities and issues
- Progressive in approach and enthusiastic to promote innovation in education
- Dedicated to the care, welfare and safeguarding of children
- Resilient and composed under pressure
- Conveys calm authority, confidence, consideration and approachability
- Accountable to stakeholders and prepared to hold others to account
- Prepared to make difficult decisions and implement them
- Empathetic in approach to challenge and change
- Recognition of the requirement for equality of opportunity for all
- Demonstrable desire to promote diversity and inclusion
- Commitment to maintaining appropriate confidentiality