

Marshfields Special School

Head Teacher Job Description

Recruitment June 2018



Salary range:	Group: 5 ISR: L25 – L31 (£71,053 - £81,478)
Role of the Head Teacher:	<p>Head Teachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of Head Teachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms. Head Teachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Head Teachers, together with those responsible for governance, are guardians of the nation's schools.</p> <p><i>(Preamble: The Role of the Head Teacher, from the National Standards of Excellence for Head Teachers January 2015)</i></p>
Responsible to:	The Governing Body of the school and the Executive Director of Children, Young People and Families.
Responsible for:	The teaching and support staff of the school and its children and young people.
The Head Teacher will be expected to:	<ul style="list-style-type: none"> • Fulfil all the requirements and duties set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Head Teacher. • Meet the standards set out in the guidance document National Standards of Excellence for Head Teachers 2015. • Achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document. • Understand fully the current legal requirements, national and local policies and guidance on safeguarding and the promotion of the wellbeing of children and young people and ensure that all requirements are met.

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The 'National Standards of Excellence for Head Teachers' expressed through four 'Domains' can be tailored by the Governing Body to identify the specific characteristics that are vital for the post, to ensure the school is led effectively. By undertaking this process, a job description that is appropriate to the context and the needs of the school will be drawn up.

The job description should be subject to annual review as part of the performance management cycle.

Domain One	Domain Two	Domain Three	Domain Four
Qualities and knowledge <i>Head Teachers:</i> 1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.	Pupils and staff <i>Head Teachers:</i> 1. 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.	Systems and process <i>Head Teachers:</i> 1. 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.	The self-improving school system <i>Head Teachers:</i> 1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.	2. 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' well-being.	2. 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.	2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.	3. 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.	3. 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.	3. 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.

4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.	4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.	4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular, its functions to set school strategy and hold the Head Teacher to account for pupil, staff and financial performance.	4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. 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.	5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.	5. 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.	5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.	6. Hold all staff to account for their professional conduct and practice.	6. 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.	6. 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.

The Governing Body and Peterborough City Council are committed to safeguarding and promoting the welfare of children and young people. Head Teachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).