**Ridgeway School**

**Head Teacher Job Description**

**Individual School Range (ISR) : L22 – L28**

**Responsible to :** The Governing Body

**Responsible for :** All staff and students within the school

**Job Description**

This job description may be amended at any time following consultation between the Head Teacher and Governing Body and will be reviewed annually.

**Core Purpose of the Head Teacher**

Headteachers 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 headteachers 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. Headteachers 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. Headteachers, together with those responsible for governance, are guardians of the nation’s schools.

***(Extract from National Standards for Head Teachers 2015)***

**General Duties and Responsibilities**

To carry out the duties of the Head Teacher as set out in the current School Teachers’ Pay & Conditions Document.

**Key Areas of Responsibility**

**1. Shaping the Future**

Working with the governing body to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders’ values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

**Actions**

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.

Demonstrate the vision and values in everyday work and practice.

Motivate and work with others to create a shared culture and positive climate.

Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.

Ensure that the strategic planning takes account of the diversity, values and experience of the school and community at large.

**2. Leading Learning and Teaching**

Head Teachers have a central responsibility for raising the quality of teaching and learning and for pupils’ achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

**Actions**

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.

Establish creative, responsive and effective approaches to learning and teaching.

Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.

Demonstrate and articulate high expectations and set stretching targets for the whole school community.

Implement strategies that secure high standards of behaviour and attendance.

Determine, organise and implement a diverse, flexible curriculum and implement effective assessment framework.

Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.

Monitor, evaluate and review classroom practice and promote improvement strategies.

Challenge underperformance at all levels and ensure effective corrective action and follow-up.

**3. To Be the Designated Safeguarding Lead for the School**

To take lead responsibility for safeguarding and child protection which includes:

* Managing Referrals:
	+ Refer cases (and support staff who refer cases) of suspected abuse to the local authority children’s social care as required;
	+ Refer cases (and support staff who refer cases) to the Channel programme where there is a radicalisation concern as required;
	+ Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
	+ Refer cases where a crime may have been committed to the Police as required.
* Work with others:
	+ Liaise with the ‘case manager’ (as per Part four of ‘Keeping Children Safe in Education’) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
	+ Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
* Training;
	+ Attend own training in order to gain the knowledge and skills to undertake the designated safeguarding lead role, and attend updates every two years;
	+ Attend Prevent awareness training;
	+ Refresh knowledge and skills at regular intervals (at least annually) through informal training to understand and keep up to date with any developments relevant to the role.
* Raise Awareness;
	+ Ensure that the school’s child protection policy is known, understood and used appropriately;
	+ Ensure that the school’s child protection policy is updated annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;
	+ Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
	+ Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
* Child Protection File;
	+ Where children leave the school, ensure their child protection file is transferred to the new school as soon as possible, ensuring secure transit.
* Availability;
	+ Ensure that you or a deputy designated safeguarding lead is available in school.

**3. Developing Self and Working with Others**

Effective relationships and communication are important in headship as Head Teachers work with and through others. Effective Head Teachers manage themselves and their relationships well. Headship is about building a professional learning community that enables others to achieve. Through performance management and effective continuing professional development practice, the Head Teacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, Head Teachers should be committed to their own continuing professional development.

**Action**

Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.

Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.

Develop and maintain effective strategies and procedures for staff induction, professional development and performance review.

Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.

Acknowledge the responsibilities and celebrate the achievements of individuals and teams.

Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.

Regularly review own practice, sets personal targets and take responsibility for own personal development.

Manage own workload and that of others to allow an appropriate work/life balance.

**4. Managing the Organisation**

Head Teachers need to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Head Teachers should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. Head Teachers should also seek to build successful organisations through effective collaborations with others.

**Actions**

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.

Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.

Manage the school’s financial and human resources effectively and efficiently to achieve the school’s educational goals and priorities.

Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school, implement successful performance management processes with all staff.

Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.

Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.

Use and integrate a range of technologies effectively and efficiently to manage the school.

**5. Securing Accountability**

With values at the heart of their leadership, Head Teachers have a responsibility to the whole school community. In carrying out this responsibility, Head Teachers are accountable to a wide range of groups, particularly pupils, parents, carers, governors and the LA. They are accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. Head Teachers are legally and contractually accountable to the Governing Body for the school, its environment and all its work.

**Actions**

Fulfil commitments arising from contractual accountability to the Governing Body.

Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.

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.

Reflect on personal contribution to school achievements and take account of feedback from others

**6. Strengthening Community**

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. Head Teachers should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. Head Teachers share responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

**Actions**

Build a school culture and curriculum which takes account of the richness and diversity of the school’s communities.

Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.

Ensure learning experiences for pupils are linked into and integrated with the wider community.

Ensure a range of community-based learning experiences.

Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.

Create and maintain an effective partnership with parents and carers to support and improve pupils’ achievement and personal development.

Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.

Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.

Co-operate and work with relevant agencies to protect children.

1. **Safeguarding Children & Safer Recruitment**

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment

**Actions**

The Head Teacher should ensure that:

The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.

Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.

All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing practices.