**Manchester City Council**

**Headteacher**

**Medlock Primary School**

**Main Purpose of Job:**

To fulfil all the requirements and duties as set out in the School Teachers’ Pay and Conditions Document relating to the Conditions of Employment of Headteacher.

To meet the National Standards of excellence for Headteachers as published by the DfE.

To seek to 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.

To promote and safeguard the welfare of all children and young people within the School, by ensuring that the School’s policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.

The School's Governing Body wish a particular emphasis to be placed upon the following:

1. To raise standards across the school with particular reference to academic performance in key identified areas so that all pupils achieve to the very best of their ability. To lead in the provision of excellent learning and teaching.

2. To formulate a vision of school improvement and to lead the staff and Governing Body in reviewing and evaluating the effectiveness of the School Development Plan.

3. To report to the School’s Governing Body on progress made against School Development Plan objectives, making recommendations as to future priorities.

4. To further develop partnerships with a variety of stakeholders through collaboration.

5. To lead the school through rigorous self-evaluation, including quality assurance and performance management at all levels.

6. To develop, inspire and motivate effective teams in order to raise standards across the school.

7. To promote and maintain links with the local community.

This job description may be amended at any time after consultation with the post holder and will be reviewed annually.

**Conditions of employment:**

The above responsibilities are in accordance with the current School Teachers' Pay and Conditions Document. It is also subject to any local agreements and LA guidance on interpreting conditions of service.

**Review and Amendment:**

This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Headteacher but only after full consultation between them. It will be signed if agreement is reached.

**Complaints:**

If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

**Where the role holder is disabled every effort will be made to supply all necessary support, aids, adaptations or equipment to allow them to carry out all the duties of the role. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.**

**PERSON SPECIFICATION: HEADTEACHER**

**Post: Headteacher**

**School: Medlock Primary School**

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| **Qualifications and Experience** |
| Candidates should have: |
| 1. Qualified Teacher Status (QTS) |
| 2. Experience across the early years and primary age range |
| 3. Evidence of recent senior leadership experience |
| 4. A proven track record of leading whole school improvement |
| 5. Evidence of recent, appropriate leadership development |

Note to Applicants:

Detailed below are the 24 characteristics expected of an excellent school leader, divided into the four ‘Excellence As Standard’ domains, below each domain are relevant key requirements that are particularly important to Medlock Primary School.

In your application, please address, each of the areas, giving practical examples of how you have undertaken tasks in your current and previous experience which illustrates clearly that you have the relevant experiences, abilities, skills and knowledge for the post in specific context to Medlock Primary School.

As a broad guideline, the length of your letter of application should be three sides of A4, Font size 11. Please note curriculum vitaes will not be accepted.

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| **DOMAIN ONE: Qualities and Knowledge** | | | | | |
| 1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve. | 2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community. | 3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them. | 4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development. | 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. | 6. Communicate compellingly the school’s vision and drive the strategic leadership, empowering all pupils and staff to excel. |

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| 1 | Communicate effectively both orally and in writing to a range of audiences |
| 2 | Develop positive relationships with pupils, staff, parents, governors and members of the local community |
| 3 | Maintain and promote effective links with parents and the community |
| 4 | Adapt to changing circumstances and be receptive to new ideas |
| 5 | Demonstrate excellent interpersonal skills |
| 6 | Be decisive, consistent and focused on solutions |
| 7 | Demonstrate the capacity to be reflective, flexible and adaptable |
| 8 | Show resilience, perseverance and optimism in the face of difficulties and challenges |
| 9 | Lead by example with integrity and clarity |
| 10 | Listen carefully, learn from others and seek advice and support when necessary |
| 11 | Have an understanding of national policy, curriculum developments and the statutory and legal framework within which a school operates, including the Ofsted Inspection Framework |
| 12 | Formulate a vision and strategy for the school and secure commitment to it from others |

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| **DOMAIN TWO: Pupils and Staff** | | | | | |
| 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. | 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 | 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. | 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. | 5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning. | 6. Hold all staff to account for their professional conduct and practice. |

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| Candidates should: | |
| 1 | Plan strategically and set challenging targets for improvement |
| 2 | Manage change successfully |
| 3 | Have knowledge of effective strategies to include and meet the needs of all children, including the most able and those who are disadvantaged |
| 4 | Be committed to securing equality of opportunity throughout the school |
| 5 | Demonstrate a passion for teaching and learning |
| 6 | Assess, monitor and evaluate the quality of teaching and learning, providing next steps for improvement |
| 7 | Have knowledge of what constitutes good and outstanding teaching and a secure understanding of how pupils learn and the impact of a highly creative curriculum |
| 8 | Have knowledge of effective assessment for learning practices and an understanding of the impact of excellent questioning and immediate verbal feedback on the progress of learners |
| 9 | Be able to embrace the opportunities for learning that a multicultural school community provides |
| 10 | Analyse and interpret data accurately to inform school improvement and to monitor pupil progress |
| 11 | Have experience of using local and national research to support school improvement |

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| **DOMAIN Three: Systems and Process** | | | | | |
| 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. | 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. | 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 | 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 headteacher to account for pupil, staff and financial performance | 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. | 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. |

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| Candidates should: | |
| 1 | Have excellent organisational skills, prioritising and managing time well under pressure, to meet deadlines |
| 2 | Engage leaders at all levels in systematic and rigorous self-evaluation |
| 3 | Have knowledge of the management of children’s behaviour and attitudes to learning and the ability to put this into practice |
| 4 | Knowledge of national and local safeguarding guidance |
| 5 | Experience of safeguarding and promoting the welfare of children and young people |
| 6 | A commitment to co-operate and work with relevant agencies to protect children and young people |
| 7 | Knowledge of best practice and procedures for safeguarding children and young people |
| 8 | Drive improvement and challenge underperformance |
| 9 | Have experience of school self-evaluation and performance management processes and their impact on raising standards |
| 10 | Work effectively with the governing body, enabling governors to fulfil their roles and meet their responsibilities |
| 11 | Have an understanding of effective financial management |
| 12 | Manage resources efficiently |
| 13 | Distribute leadership, enabling staff and teams to take on responsibility and hold each other to account for their decision making |

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| **DOMAIN Four: The Self-improving school system** | | | | | |
| 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. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils | 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. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff. | 5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability. | 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. |

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| Candidates should: | |
| 1 | Work in collaboration with other schools, fellow professionals and external organisations to improve outcomes for all children |
| 2 | Have experience of multiagency working to support vulnerable children and families |
| 3 | Demonstrate a commitment to the continuing professional development of self and others within the school |
| 4 | Have a positive, enthusiastic outlook, embracing risk, innovation and creativity |
| 5 | Demonstrate an understanding of current education legislation and direction |
| 6 | Draw on key evidence to support innovative approaches to improve social and academic outcomes |

The Governing Body and Manchester City Council are committed to safeguarding and promoting the welfare of children and young people. Headteachers 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).