****

**JOB DESCRIPTION - HEADTEACHER**

**Responsible to:** The Board of Trustees

|  |
| --- |
| **OVERALL RESPONSIBILITY** |
| An ability and responsibility to inspire and ensure the best possible educational opportunities for all, and produce continually enhanced levels of achievement by applying knowledge, experience, skills and personal qualities to provide high quality professional leadership. |

|  |
| --- |
| **SECTION 1 - DUTIES** |
| **Leadership and Managing Staff** |
| 1. On a day-to-day basis, manage and lead staff.  2. Ensure the staffing structure fulfils the needs of the school in line with designating teaching and learning responsibilities.  3. Identify ways to implement and ensure wellbeing in childhood and later life through the five outcomes (being healthy, staying safe, enjoying and achieving, making a positive contribution and enjoying economic well-being).  4. Ensure that all students achieve sustained improvement in their intellectual, spiritual, social, moral, cultural and physical development and are prepared for the challenges and opportunities of adult life in the 21st century.  5. Create a caring ethos of high regard and mutual respect that maximises excellence and achievement from all, and a vision, which inspires and motivates the whole school community.  6. Provide for the social and pastoral development of the students to complement their academic work.  7. Lead effectively by example, inspire and motivate the whole school community, in order to secure a shared commitment to the vision and forward direction of the School.  8. Ensure that the whole school community, practices and policies actively support the aims of the school.  9. Ensure efficient and effective management and administration, which delivers the needs of the school community and in which all members feel valued.  10. Ensure the performance management scheme, BlueSky, fosters staff learning development and uses objectives, some of which relate to student outcomes e.g. attendance.  11. Create an atmosphere of unity in the staff in which positive and creative cooperation enhances opportunities for staff and students, and supports the aims of the School.  12. Plan, oversee, support and evaluate development work of individuals and groups within the school, ensuring clear and appropriate delegation and areas of responsibility.  13. Lead and support the senior leadership team of the school.  14. Direct and co-ordinate the annual revision of the school self-evaluation form (SEF), ensuring areas of responsibility have accurate data and information. |

|  |
| --- |
| **Strategic Planning and Development** |
| 1. Advise Trustees on the formulation of policy and its implementation.  2. Work with Trustees to develop a strategic development plan (SDP) which refers to agreed priorities and targets for the continued development of the school in the local, regional, national and international context.  3. Implement, monitor, evaluate and regularly review the SDP.  4. Ensure that all staff contribute to the improvement plan and are committed to meeting their agreed targets with the aim of enhancing student achievement and overall school improvement.  5. Develop, monitor, evaluate and review the policies and practices of the School, ensuring that they support the improvement plan.  6. Regularly review and update the SEF, working with the School Improvement Partner (SIP) to set targets and priorities to raise educational standards further. |

|  |
| --- |
| **Teaching and Learning** |
| 1. Secure the highest possible standards of teaching and learning and continually improve student achievement.  2. Create and maintain a positive working environment and a code of behaviour which secures effective learning and high standards of discipline and behaviour.  3. Publish details of the school uniform and the expected code of conduct within school.  4. Ensure that the statutory requirements of the curriculum are met and that the curriculum supports national initiatives, including the provision of greater personalisation and choice.  4. Organise, implement, monitor, evaluate and review the curriculum provision in order to secure continual improvements and to ensure that it is appropriate and relevant to the needs of all students.  5. Ensure that all students work towards appropriate targets, and that target setting procedures follow best practice including the use of base data to set realistic and achievable targets for improvements.  7. Prioritise Literacy, Numeracy and ICT as key areas for improvement for all students.  8. Plan to increase the use of digital and interactive technologies to achieve a more personalised approach to transform teaching and learning and move towards new levels of efficiency and effectiveness in delivery.  9. Ensure that effective tutorial support is available.  10. Implement the CPD Strategy, prioritising staff development (teaching and support staff) by providing high quality resources and training to support the Performance Management process.  11. Ensure NQTs have statutory entitlements to 10% reduction in teaching timetable, five PPA periods, are not asked to teach subjects for which they are not trained.  12. Monitor and evaluate the quality of teaching, learning and standards of achievement in order to set appropriate, achievable targets for improvement.  10. Develop a learning ethos, which encourages students to take responsibility for their own learning and to become independent learners.  10. Develop effective and beneficial links with industry and the community, in order to enhance teaching and learning opportunities and to extend and enrich the curriculum.  11. Secure a cooperative and effective relationship with parent/carers which promotes learning and supports teaching.  12. Develop partnerships with parents, employers, volunteers and voluntary organisations to support the learning process and life opportunities for students and adults.  13. Create an environment which promotes the advantages and benefits of living in a multicultural, multi-ethnic society and which actively celebrates unity in diversity.  14. Ensure appropriate, professional use of streamlined funding arrangements and clear systems of accountability. |

|  |
| --- |
| **Deployment of Staff and Resources** |
| 1. Deploy staff efficiently and effectively to secure the best possible use of available talent and experience, in order to meet the needs of the students and the whole school community – thereby enabling all staff to achieve a good work-life balance.  2. Provide each teacher with planning, preparation and assessment time and leadership team with designated management time. Ensure teachers are no longer routinely undertaking administrative and clerical tasks.  3. Work with Trustees and senior staff to recruit committed and high quality staff, making use of opportunities for new and different providers and ways of delivering services. Provide induction training for teaching assistants and all other support staff.  4. Plan a three year budget to support longer term and more effective financial planning.  5. Set appropriate priorities for funds in accordance with the SDP and allocate those funds, ensuring effective administrative control.  6. Manage and allocate accommodation efficiently and effectively in order to meet the needs of the curriculum, and within Health & Safety regulations.  7. Manage, monitor, evaluate and review the available resources in order to secure value for money, improved educational provision, and to inform improvement planning. |

|  |
| --- |
| **Accountability** |
| 1. Ensure the school is prepared for more frequent, shorter and sharper inspections by regularly updating the SEF.  2. Publish the annual school profile to provide better information on the performance of the School to Trustees, students, parent/carers and others, in order that all those involved can best contribute to continued school improvement.  3. Comply with all the statutory obligations on the School by the LA, Health & Safety, Special Educational or Linguistic Needs, Child Protection, DDA, Access to Work, etc.  4. Create an organisation in which all staff accept that they are accountable for their own performance and are jointly responsible for the success of the school.  5. Keep students and parent/carers well informed on the performance of the school and the opportunities open to them to contribute to school development.  6. Provide information to parents and maintain systems to record, evaluate and review student progress, advising Trustees on such matters.  7. Ensure that the Statutory Teachers' Pay and Conditions (STC{D) document is adhered to. |

|  |
| --- |
| **Health and Safety** |
| 1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.  2. Ensure the security and effective supervision of premises, staff and students. |

|  |
| --- |
| **Continuing Professional Development - Personal** |
| 1. In conjunction with the advice of the School Improvement Partner (SIP), take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the school curriculum.  2. Undertake any necessary professional development as identified taking full advantage of any relevant training and development available, e.g. including appropriate national training schemes for headteachers.  3. Maintain a professional learning portfolio of evidence using BlueSky to support the Performance Management process - including the incorporation of objectives related to leadership, evaluating and improving own practice.  4. Effectively manage their own time when dealing with the wide range of day-to-day and long term demands of the post. |

|  |
| --- |
| **Continuing Professional Development - Staff** |
| 1. Plan, monitor, evaluate and contribute to the provision of high quality professional  development, with due regard to the Continuing Professional Development Strategy, for all staff through the development of an effective Performance Management programme, making use of, where appropriate, other sources of expertise, e.g. LAs, outside training agencies, etc.  2. Consider the expectations and needs of other members of staff, and in particular ensure that new appointees, trainees and NQTs are appropriately inducted to the school, monitored, supported and assessed in relation to QTS standards and those of the School, e.g. by the incorporation of objectives related to leadership, professional development and students' attainment.  3. Assess applications for threshold and beyond. |

|  |
| --- |
| This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder’s professional responsibilities and duties, including the provision of high quality teaching and learning throughout the school and the pastoral care of the students.  Elements of this job description and changes to it may be negotiated at the request of either the Chair of Trustees or the incumbent of the post. |