

Sheffield City Council

Headteacher Role, Job Description and Person Specification

Mossbrook Special School	
Salary range:	Group: 4 ISR: L20 – L26 (£62,863 - £72,810)
Role of the Headteacher:	<p>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.</p> <p><i>(Preamble: The Role of the Headteacher, from the National Standards of Excellence for Headteachers 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 Headteacher 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 Headteacher. • Meet the standards set out in the guidance document National Standards of Excellence for Headteachers 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.

Job Description

The 'National Standards of Excellence for Headteachers' 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>Headteachers:</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>Headteachers:</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>Headteachers:</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>Headteachers:</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 headteacher 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.

Person Specification

All candidates should demonstrate how well their qualifications and experience, personal qualities, skills, professional knowledge and understanding and knowledge of safeguarding meet the requirements of the person specification.

Qualification and experience

Candidates should have:

1	Qualified Teacher Status (QTS)
2	Experience across the appropriate age range(s)
3	Evidence of recent senior leadership experience that has contributed to school self-evaluation and the development of whole school priorities
4	A proven track record of leading whole school strategic improvement to improve pupil outcomes
5	Evidence of recent, appropriate leadership development (e.g. NPQH*)

Personal qualities

Candidates should:

1	Demonstrate a passion for teaching and learning
2	Communicate effectively and develop positive relationships with all stakeholders
3	Demonstrate excellent interpersonal skills
4	Be decisive, consistent and focused on solutions
5	Demonstrate the capacity to lead others, be reflective, resilient and adaptable
6	Be able to motivate and inspire others
7	Listen carefully and consider the views of others

Skills

Candidates should be able to:

1	Formulate a vision for the school and secure commitment to it from others
2	Analyse and interpret data accurately to inform school improvement and to monitor pupil progress
	Engage leaders at all levels in systematic and rigorous monitoring and evaluation
3	Effectively evaluate school performance and accurately identify priorities for improvement
4	Work effectively with the governing body, enabling governors to fulfil their roles and meet their responsibilities
5	Work in collaboration with other schools, fellow professionals and external organisations to improve outcomes for all children
6	Drive improvement and challenge underperformance
7	Have excellent organisational skills, prioritising and managing time well under pressure, to meet deadlines

Professional knowledge and understanding

Candidates should:

1	Be committed to securing equality of opportunity throughout the school
2	Have an understanding of national policy, curriculum and assessment developments and the statutory and legal framework within which a school operates, including the Ofsted Inspection Framework
3	Have secure knowledge of what constitutes highly effective teaching and its impact on the outcomes of all pupils
4	Maintain high standards of pupil behaviour and attitudes to learning
5	Have experience of multiagency working to support vulnerable children and families, and to promote excellent attendance
6	Have an understanding of effective financial management
7	Demonstrate a commitment to the continuing professional development of all school staff

Safeguarding

Candidates should have:

1	Knowledge of national and local safeguarding guidance
2	Experience of safeguarding and promoting the welfare of children and young people
3	A commitment to work with relevant agencies to protect children and young people
4	Knowledge of best practice and procedures in school for safeguarding children and young people

The Governing Body and Sheffield County 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).

*It is no longer mandatory for all first-time headteachers to have been awarded the National Professional Qualification for Headship (NPQH) *before* being appointed to the post. However, NPQH is a credible threshold qualification, which signals readiness for headship.