



Head Teacher – Job Description/Personnel Specification

Area of Responsibility	Job Description	Person Specification	Basis of Assessment	
			APP	INT-GB
Leadership, Ethos and Vision	1. (a) to (d)	Qualification Requirements:		
Curriculum	2. (a) to (b)	<ul style="list-style-type: none"> Qualified Teacher 	Y	
Pupils	3. (a) to (e)	<ul style="list-style-type: none"> Evidence of recent and relevant continuous professional development 	Y	
Staff	4. (a) to (d)	General Experience Requirements:		
Teaching and Learning	5. (a)	Minimum of two years' experience as a Head Teacher	Y	
Governance and Accountability	6. (a) to (f)	<ul style="list-style-type: none"> Experience as part of a senior management team 	Y	
Parents	7. (a) to (c)	<ul style="list-style-type: none"> Experience of working in a number of different schools in a leadership role 	Y	
Partnership Working	8. (a) to (b)			
General	9. (a)			



APP Application Form

INT-BG Interview – Governing Body

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1. Leadership, Ethos and vision	(a) To maintain an ethos in which individuals feel valued and included and where personal endeavour and responsibility are fostered, within the overall context of the school's commitment to high achievement, effective teaching and learning and good relationships.	<ul style="list-style-type: none"> Knowledge of the characteristics of an effective school and high quality education provision for all pupils, including those with special education or language needs. 	Y	Y
		<ul style="list-style-type: none"> Able to demonstrate a commitment to sharing good practice and celebrating the achievements of the school 	Y	Y
		<ul style="list-style-type: none"> Able to establish, develop and promote a positive school ethos with a focus on high achievement for all. 	Y	Y
	b) To maintain high morale and to set an example of high quality performance in standards and leadership.	<ul style="list-style-type: none"> Able to set standards and act as a role model, leading by example 		Y
		<ul style="list-style-type: none"> Able to work to challenging professional goals 		Y
		<ul style="list-style-type: none"> Able to demonstrate responsibility for own professional development 	Y	Y
	(c) To develop a clear and appropriate vision for the	<ul style="list-style-type: none"> Able to demonstrate good time management skills and ability to prioritise tasks. 		Y
		<ul style="list-style-type: none"> Ability to work with governors, staff and parents to develop a clear vision for the school 	Y	Y



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	continued development of the school.	<ul style="list-style-type: none"> • Able to demonstrate a knowledge and understanding of equal opportunities issues and positive strategies to eliminate discrimination, advance equality of opportunity, and foster good relations. 	Y	Y
	(d) To articulate a clear philosophy of education and its development within the school.	<ul style="list-style-type: none"> • Knowledge of the national policy and statutory framework for education. 	Y	Y
		General Skills/Attributes		
		<ul style="list-style-type: none"> • Ability to initiate and positively manage challenge and change 	Y	Y
		<ul style="list-style-type: none"> • Adaptable, flexible and resilient 	Y	Y
		<ul style="list-style-type: none"> • Energy, vigour and perseverance 	Y	Y
		<ul style="list-style-type: none"> • Enthusiasm and ability to enthuse and motivate others 	Y	Y
		<ul style="list-style-type: none"> • Self confidence 	Y	Y
		<ul style="list-style-type: none"> • Reliability and integrity 	Y	Y
		<ul style="list-style-type: none"> • Commitment 	Y	Y
		<ul style="list-style-type: none"> • Personal impact, presence and excellent interpersonal skills 	Y	Y
		<ul style="list-style-type: none"> • Ability to be reflective and self critical 	Y	Y
		<ul style="list-style-type: none"> • Approachable 	Y	Y



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		<ul style="list-style-type: none"> Ability to communicate sensitively and effectively both orally and in writing with a wide range of audiences Ability to consult, negotiate and influence others and to resolve conflict Ability to develop effective communication systems Able to demonstrate creative and imaginative problem solving Able to demonstrate evidence of good judgement Ability to establish effective, high-performing teams and develop team approaches 	Y	Y
			Y	Y
			Y	Y
			Y	Y
				Y
			Y	Y

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2. Curriculum	(a) To innovate and develop a coherent and	<ul style="list-style-type: none"> A track record of excellent classroom practice and of innovative curriculum development. 		Y



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	<p>differentiated curriculum which is relevant to the needs and aspirations of all of the pupils and their future lives.</p> <p>(b) To ensure that the curriculum is regularly reviewed, evaluated and updated, taking account of local and national initiatives, best practice, policies and statutes, to be carried out in co-operation with colleagues, governors and the LA.</p>	<ul style="list-style-type: none"> Ability and commitment to provide a rich, coherent and differentiated curriculum, appropriate to every pupil. Experience of leadership in several areas including a curriculum area. Understanding of the curriculum and its assessment at all relevant key stages. 		<p>Y</p> <p>Y</p> <p>Y</p>



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3. Pupils	(a) To ensure equality of opportunity for all through the school's policies, procedures and practices.	<ul style="list-style-type: none"> • Able to demonstrate a knowledge and understanding of equal opportunities issues and positive strategies to eliminate discrimination, advance equality of opportunity, and foster good relations. • Ability to empathise with pupils across the age range and from diverse social and ethnic backgrounds and to be firm, fair and consistent. 		Y
	(b) To ensure that pupils receive high quality education designed to promote excitement and enthusiasm in learning, leading to the pursuit of excellence.	<ul style="list-style-type: none"> • Able to demonstrate an understanding of the pattern of pupils' learning. • Able to demonstrate a commitment to placing pupil outcomes at the core of all aspects of leadership and management. • Able to demonstrate a commitment to the education of the 'whole pupil'. 		Y
	(c) To ensure that the progress of each pupil is monitored and recorded, and targets are set so that the most appropriate decisions can be taken with regard to the next step in his/her education.	<ul style="list-style-type: none"> • Ability and commitment to provide a rich, coherent and differentiated curriculum, appropriate to every pupil. • Experience of setting and working with performance targets to raise school achievement at pupil, area and school level. • Experience of benchmarking and assessment. • Ability to analyse and interpret data and make decisions based on data/information. 		Y
	(d) To ensure that the assessment requirements of the National Curriculum are appropriately carried out.	<ul style="list-style-type: none"> • Understanding of the curriculum and its assessment at all relevant key stages. 		Y



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	(e) To ensure that the activities in which pupils are engaged are conducted in a disciplined, safe and healthy environment.	<ul style="list-style-type: none"> Knowledge and understanding of health and safety issues and legislation. 		Y

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4. Staff	(a) To be responsible for the appointment of high quality teaching and non-teaching staff and to ensure levels of performance necessary to achieve the agreed aims and objectives of the school.	<ul style="list-style-type: none"> Knowledge and experience of recruitment and selection procedures. Knowledge and understanding of equal opportunities issues and positive strategies for developing good race relations. 	Y	Y
			Y	Y
	(b) To motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing	<ul style="list-style-type: none"> Experience of leading staff professional development and staff meetings. 		Y
		<ul style="list-style-type: none"> Commitment to sharing good practice and celebrating the achievements of the school. 		Y



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	<p>professional development based on an assessment of needs.</p> <p>(c) To ensure that teacher appraisal is effective within the school in line with the relevant regulations.</p> <p>(d) To report to the Chair of Governors regularly on the professional development of all staff at the school.</p>	<ul style="list-style-type: none"> • Able to direct and co-ordinate the work of others, motivating, inspiring and supporting staff in all matters of classroom practice, organisation, management and teaching methods. • Able to demonstrate an understanding of teacher appraisal. • Knowledge and understanding of staff development linked to school improvement and school priorities. 		<p>Y</p> <p>Y</p> <p>Y</p>

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5. Teaching and Learning	(a) To secure and sustain effective teaching and learning throughout the school, monitor and evaluate the quality of teaching and standards of pupils'	<ul style="list-style-type: none"> • Experience of using local, national and school data to monitor, evaluate and improve school performance. • Knowledge and understanding of benchmarking and assessment. • Analysis and interpretation of data and ability to make decisions based on data/information. 		<p>Y</p> <p>Y</p> <p>Y</p>



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	achievement, and use benchmarks and set targets for improvement.	<ul style="list-style-type: none"> Experience of setting and working with performance targets to raise school achievement at pupil, area and school level. Experience and understanding of strategies for raising standards. Able to demonstrate a clear understanding of the use of ICT and e-learning to aid and promote the quality of teaching and learning. Able to demonstrate an understanding of the pattern of pupils learning. 		Y Y Y Y

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6. Governance and Accountability	<p>(a) To be accountable for the efficiency and effectiveness of the school to the Governors and others, including pupils, parents and other stakeholders</p> <p>(b) To advise, assist and inform the Governing Body in the fulfilment of its responsibilities</p> <p>(c) To assist the Governing Body to formulate a school improvement plan for the school, and to secure</p>	<ul style="list-style-type: none"> Ability to communicate the aims, objectives and values of the school to parents, pupils, staff, Governors, local employers and the community Able to demonstrate a clear understanding of the use of ICT to enhance the efficiency of management processes Able to demonstrate an understanding of and commitment to the role of the Governing Body and the ability to work in partnership with Governors Experience of substantial involvement in school improvement planning, including its implementation, monitoring and evaluation 		Y Y Y Y



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	its implementation with the collective support of the school staff	<ul style="list-style-type: none"> Knowledge of strategic planning and an ability to determine priorities 		Y
	(d) To plan effectively, and to assist the Governing Body in the development of school based indicators as a basis for monitoring and evaluating educational performance and the best value use of resources	<ul style="list-style-type: none"> Experience of using local, national and school data to monitor, evaluate and improve school performance Experience of setting and working with performance targets to raise school achievement at pupil, area and school level Able to analyse and interpret data and make decisions based on relevant data/information 		Y
	(e) To be accountable to the Governing Body for the direction and control of the available human, physical and financial resources, including any delegated budget, according to the school's aims and objectives in consultation with other staff as appropriate	<ul style="list-style-type: none"> Experience of managing delegated budgets Experience of management of staff, systems and resources Able to delegate and devolve responsibility appropriately, establishing relevant monitoring/control mechanisms 	Y	Y
	(f) To be accountable to the Governing Body for the maintenance of high standards of care of the school environment and the health and safety of all staff, pupils and visitors to the site	<ul style="list-style-type: none"> Able to demonstrate a knowledge and understanding of health and safety issues and legislation 	Y	Y

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7. Parents	(a) To ensure that parents have access to appropriate up to date information about the direction of the school and the curriculum. (b) To ensure that parents have information relating to the progress of their child. (c) To encourage and develop positive co-operation between the home and school	<ul style="list-style-type: none"> Ability to communicate the aims, objectives and values of the school to parents, pupils, staff, Governors, local employers and the community 		Y

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8. Partnership Working	(a) To develop and maintain effective relationships with the community, local employers and other agencies	<ul style="list-style-type: none"> Ability to communicate the aims, objectives and values of the school to parents, pupils, staff, Governors, local employers and the community Able to demonstrate an understanding of current legislation and opportunities and their impact on schools and their wider communities 		Y Y



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	(b) To contribute to the strategic direction of children's services in Sandwell working collaboratively with colleagues, cluster groups, the LA and other appropriate groups	<ul style="list-style-type: none"> • Able to demonstrate an understanding of, and commitment to developing links between home, school, the community and local industry/commerce • Able to demonstrate an understanding of national policy and the statutory framework for education • Knowledge of strategic planning and an ability to determine priorities • Commitment to sharing good practice and celebrating the achievements of the school • Able to demonstrate an understanding of the role of the LA 		Y Y Y Y
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9. General	(a) Responsibility for the organisation, management and conduct of the school in accordance with the Instrument of Government, Statutory Pay and Conditions of Employment of Head Teachers and any relevant policies of the LA/Governing Body	<ul style="list-style-type: none"> • Knowledge and understanding of relevant legislation and regulations 		Y