



## BARROW 1618

A Church of England Free School

### Job Description

#### Job Title: Headteacher

#### Job details

**Salary:** Leadership Payscale £47,735- £55,360

**Contract type:** full time

**Reporting to:** board of governors and trustees

**Responsible for:** Chair of Governors

#### Main purpose

The headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented
- Monitor progress towards achieving the school's aims and objectives
- Allocate financial resources appropriately, efficiently and effectively
- The Head Teacher will provide strategic, professional leadership and develop and deliver our shared vision, to inspire and motivate students, staff and all other members of the school community. This vision includes core educational values, moral purpose and is inclusive of all stakeholders' beliefs and values.

#### Qualities

The headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

## **Duties and responsibilities**

### **School culture and behaviour**

The headteacher will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

### **Teaching, curriculum and assessment**

The headteacher will:

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read
- The Head Teacher is responsible for both the school and the extended school activities. All duties and responsibilities, unless specifically stated are applicable to both the school and the extended school operations.

### **Additional and special educational needs (SEN) and disabilities**

The headteacher will:

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

### **Managing the school**

The headteacher will:

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff well with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk

## **Professional development**

The headteacher will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs

## **Governance, accountability and working in partnership**

The headteacher will:

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils
- provide information, objective advice and support to the governing body to enable it to meet its responsibilities
- report to the governing body on the discharge of the headteacher's functions and the affairs of the school
- present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, directors, governors, the local community, the Diocese, OfSTED and others, to enable them to play their part effectively
- ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution that they can make to achieving educational success
- hold staff to account for their part in the success of the school
- report to the Barrow 1618's directors/governors annually on the performance management of teachers
- provide information about the work and performance of staff where it is relevant to their future employment
- ensure individual staff responsibilities and accountabilities are clearly defined, communicated, agreed and understood and that they are reviewed and evaluated through rigorous and robust procedures consistent with statutory performance management policies and procedures
- supported by the school Chief Financial Officer, when appropriate and adequately prepared, assume the role of accounting officer to the school in line with EFA regulations.
- ensure that the school fulfils all of its statutory duties: eg maximising the impact of pupil premium and sports premium funding and reporting on this, delivery of statutory assessments, and ensuring school information regulations are complied with

## **Other areas of responsibility**

### **Strengthening community**

To be able to build on a school culture and curriculum that takes account of the richness and diversity of the school's communities:

- uphold and promote the Barrow Values and ethos
- create and promote positive strategies for challenging and dealing with prejudice
- ensure learning experiences for pupils are linked into and integrated with the wider community
- work in partnership with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- understand and build on the school's commitment to maximise learning opportunities presented by the outdoor environment
- seek opportunities to invite parents and carers, community figures, business or other organisations into the school to enhance and enrich the school and its value to the wider community
- to build and strengthen a community of staff which values and delivers educational excellence
- be able to 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
- enhance the existing links with the local parish and the Hereford Diocese
- ensure that the school offers appropriate extended services

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

## Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree</li> <li>• National professional qualification for headship (NPQH)</li> <li>• National award for SENCO (desirable)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful leadership and management experience in a school</li> <li>• Teaching experience</li> <li>• Involvement in school self-evaluation and development planning</li> <li>• Demonstrable experience of successful line management and staff development</li> <li>• Evidence of excellent teaching and leadership</li> <li>• Proven experience of effective school self evaluation</li> <li>• Experience of managing a significant budget</li> <li>• Understanding or experience of the benefits of forest school and learning outside the classroom</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Data analysis skills, and the ability to use data to set targets and identify weaknesses</li> <li>• Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve</li> <li>• Understanding of school finances and financial management</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to communicate a vision and inspire others</li> <li>• Ability to build effective working relationships</li> <li>• A knowledge and clear understanding of the issues faced by small rural schools</li> <li>• Experience of school improvement planning</li> <li>• A thorough understanding of safeguarding and the requirements of “Keeping Children Safe in Education”</li> <li>• Experience of, and commitment to, the benefits of learning outdoors</li> <li>• Ability to lead, communicate and provide clear, credible strategic vision for school improvement</li> <li>• Ability to lead reflective practice and school improvement, prioritising actions and implementing them in a practical way having gained the support of all staff</li> </ul>

<b>Personal qualities</b>	<ul style="list-style-type: none"><li>• Commitment to uphold the 7 principles of public life (the <a href="#">Nolan principles</a>) at all times</li><li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li><li>• Ability to work under pressure and prioritise effectively</li><li>• Commitment to maintaining confidentiality at all times</li><li>• Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position</li></ul>
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**Notes:**

This job description may be amended at any time in consultation with the postholder.

**Date:** 30<sup>th</sup> September 2022