

Job description - Headteacher

School: Wolsingham School

1. **POST TITLE:** Headteacher

2. **PAY RANGE:** L23 – L29

3. **RELEVANT TO THIS POST:** (Please delete where not applicable)

Disclosure & Barring Service: Subject to DBS Enhanced disclosure

4. **ORGANISATIONAL RELATIONSHIPS:**

The post holder will be accountable to the Governing Body and Local Authority for the leadership, internal organisation, management and control of the school.

5. **DESCRIPTION OF ROLE:**

The Headteacher is to provide professional leadership and management for the school that will promote a secure foundation from which to achieve high standards in all areas of the school's work.

6. **DUTIES AND RESPONSIBILITIES SPECIFIC TO THIS POST:**

Listed below are the responsibilities this role will be primarily responsible for:

- To continue to raise standards across the school in both personal development and academic performance so that every child achieves to the best of his or her ability
- To foster a positive, caring and inclusive ethos whilst promoting understanding of and respect for all
- To formulate a vision of school improvement and to lead the staff and Governing Body in reviewing and evaluating the effectiveness of the school
- To lead the school through rigorous self-evaluation, including quality assurance and performance management at all levels
- 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 the Headteacher.
- To meet the National Standards for Headteachers as published by the DfE
- 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

Strategic direction and shaping the future

1. Work with the Governing Body, and other key stakeholders to ensure that the school's vision is clearly articulated, shared, understood and translated into real and effective action by all.
2. Be responsible for translating the vision into agreed objectives and produce operational plans which will promote and sustain improvement, realising the challenging aims for the school.

3. Demonstrate the vision and values in everyday work and practice. Ensure that the values are upheld and practiced by the staff and students of the school.
4. Motivate and work with others to create a shared culture and positive ethos.
5. Ensure that strategic planning takes account of the diversity, values and experience of the school and the community.
6. Enhance opportunities through partnerships between parents/carers, students, staff, the local community colleges, other HE and FE partners, the LA, other schools, voluntary organisations, other public bodies and employers.

Managing the Organisation

1. Create an organisational structure that reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
2. Produce and implement clear, evidence-based improvement plans and policies for the development of the school, and the facilities as a centre of excellence.
3. Ensure that, within an autonomous culture, policies and practice takes account of national and local requirements, policies and initiatives.
4. Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
5. Recruit, retain and deploy staff appropriately and assist in managing their workload to achieve the vision and goals of the school.
6. Implement performance management processes with all staff.
7. Manage and organise the environment of the school efficiently and effectively to ensure that the needs of the curriculum and health and safety requirements are met.
8. Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money.
9. Implement a pastoral care system that focuses on each learner and supports school improvement.
10. Ensure learning is at the heart of all management decisions

Leading Learning and Teaching

1. Ensure a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress in every young person's learning.
2. Ensure that learning is at the centre of strategic planning and resource management.
3. Create a culture and ethos of challenge and support where all students can achieve success and engaged in personalised learning, supported by a curriculum offer appropriate to their individual needs, aspirations and abilities.
4. Demonstrate and articulate high expectations and set challenging targets for the whole student body.
5. Implement strategies that secure high standards of behaviour and attendance.
6. Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
7. Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students and the pedagogical skills of staff.
8. Deploy technological resources effectively and efficiently in order to realise the aims of the school.
9. Monitor, evaluate and review classroom practice and promote improvement strategies leading to raised standards, particularly (but not exclusively) in English and mathematics.
10. Monitor and evaluate the quality of teaching and learning to raise attainment and improve achievement.

Developing Self and Working with Others

1. Regularly review own practice, set personal targets, taking responsibility for own personal professional development.
2. Develop and maintain effective strategies and procedures for staff induction, professional development and performance reviews.
3. Treat people fairly, equitably, with dignity and respect to create and maintain a positive culture and ethos.
4. Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear lines of accountability exist in the delegation of tasks and responsibilities.
5. Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
6. Build a collaborative learning culture within the school and actively engage with others to build effective learning communities.
7. Manage own workload and that of others to allow for an appropriate work/life balance.
8. Lead, motivate, support, challenge and develop the Leadership Team and through them all staff, providing effective induction, continued professional development and performance management in line with the school's strategic plans.

Securing Accountability

1. Fulfil commitments arising from contractual accountability to the Governing Body.
2. Develop the school ethos, to enable everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
3. Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
4. Work with the Governing Body by providing information, objective advice and support to enable them to fulfil their responsibilities.
5. Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including the governors, parents/ carers and students.

Strengthening Community

1. Build a culture and curriculum that takes account of the richness and diversity of the communities that the school serves.
2. Ensure students' learning is linked to real life experiences developing an understanding of enterprise and the world of business.
3. Ensure a wide range of community-based, off-site and outdoor learning experiences are available.
4. When appropriate, collaborate with other agencies in providing for the school, spiritual, moral, social, emotional and cultural well-being of students and their families.
5. Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development.
6. Seek opportunities to invite parents and carers, community figures, businesses and other organisations into the school to enhance and enrich the school and its value to the wider community.
7. Working in partnerships with relevant agencies to support the regeneration of the local community.

The Governing Body expects its employees to work flexibly within the framework of the duties and responsibilities specified above. This means that the postholder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.

7. COMMON DUTIES AND RESPONSIBILITIES:

7.1 Quality Assurance

To set, monitor and evaluate standards at individual, team performance and service quality so that the school's requirements are met and that the highest standards are maintained.

To establish and monitor appropriate procedures to ensure that quality data are reported and used in decision making processes and to demonstrate through behaviour and actions a firm commitment to data security and confidentiality as appropriate.

7.2 Communication

To establish and manage the team communications systems ensuring that the school's procedures, policies, strategies and objectives are effectively communicated to all employees.

7.3 Professional Practice

To ensure that professional practice in the school is carried out to the highest standards and developed in line with the school's stated objectives of continual improvement in quality of its service to internal and external customers.

7.4 Health and Safety

To ensure that the Health and Safety policy, organisation arrangements and procedures as they related to areas, activities and personnel under your control are understood, implemented and monitored.

7.5 General Management

To provide vision and leadership to employees within a specialist team, ensuring that effective systems are in place for workload allocation and management, the application of the school's policies and procedures, including those relating to equality, supervision and appraisal and all aspects of their performance, personal development, health and welfare.

7.6 Financial Management

To manage a designated budget (as required) ensuring that the school achieves value for money in all circumstances through the monitoring and control of expenditure and the early identification of any financial irregularity.

7.7 Performance Management

All employees will receive appraisals and it is the responsibility of each employee to follow guidance on the appraisal process.

7.8 Equality and Diversity

To ensure our commitment is put into practice we have an equality policy which includes responsibility for all employees to eliminate unfair and unlawful discrimination, advance equality of opportunity for all and foster good relations.

7.9 Confidentiality

All employees are required to undertake that they will not divulge to anyone personal and/or confidential information to which they may have access during the course of their work.

All employees must be aware that they have explicit responsibility for the confidentiality and security of information received and imparted in the course of work and using school information assets. The school has a Personal Information Security Policy in place.

7.10 Induction

The school has in place an induction programme designed to help new employees to become effective in their roles and to find their way in the organisation.

7.11 Safer Recruitment

This school is committed to safeguarding and promoting the welfare of children and young people and requires all employees and volunteers to share this commitment.

1.1 Person specification

School: Wolsingham School

Person Specification

	Essential	Desirable	Method of Assessment
Qualifications		<ul style="list-style-type: none"> A well-structured supporting statement included within the body of the application form, demonstrating evidence of impact in the key areas of the role (No more than 1000 words) 	<ul style="list-style-type: none"> Application form
	<ul style="list-style-type: none"> Qualified Teacher status 	<ul style="list-style-type: none"> Either evidence of further study - this could be ongoing and/or Further Professional Qualifications National Professional Qualification for Headship Higher degree or equivalent 	<ul style="list-style-type: none"> Application form Selection Process Certificates
Experience	<ul style="list-style-type: none"> Successful substantive experience at Senior Management level within a secondary school including Assistant Headteacher and/or Deputy Headteacher and/or Headteacher experience Experience of leadership in a variety of contexts Proven track record in leading and managing staff to support successful outcomes for a wide ability range of students Proven teaching ability Experience of the successful management of significant change within an establishment in a constructive and sensitive manner Experience of improving teaching and learning Experience of the analysis of qualitative and quantitative data to inform school improvement. 	<ul style="list-style-type: none"> Experience in more than one school. 	<ul style="list-style-type: none"> Application form Selection Process Work related testing References

Skills/knowledge	<ul style="list-style-type: none"> • Proven effective leadership and management skills • Proven ability to encourage and motivate through positive management • Proven ability to performance manage staff and promote professional development and accountability • Ability to develop a clear vision for the future and its implementation • Ability to communicate effectively in a variety of situations • Ability to account to stakeholders and hold others to account • Ability to undertake robust self-evaluation processes and use pupil performance data to identify and set relevant school improvement targets • Curriculum management - planning, delivery and assessment • Effective financial management skills • In depth knowledge and understanding of the wider educational agenda including current national policies and educational issues • Evidence of successfully developing teams of professionals, delegating effectively and managing change • Ability to work with and advise the Governing Body to enable it to fulfil its role and statutory obligations. 		<ul style="list-style-type: none"> • Application form • Selection Process • Work related testing • References • Professional Profiling Exercise
Personal Qualities	<ul style="list-style-type: none"> • Has the enthusiasm, initiative and commitment to ensure good practice is embedded throughout the school • The ability to think and plan strategically to promote the school's vision, ethos and values • Is well organised, able to plan, prioritise and delegate effectively • Is articulate and approachable with excellent communication skills both verbally and in writing 		<ul style="list-style-type: none"> • Application form • Selection Process • Work related testing • References • Professional Profiling Exercise

<ul style="list-style-type: none"> • Has strong interpersonal skills and self-awareness, adapting to situations and carefully managing professional relationships • Has proven sound decision-making skills combined with the ability to lead, influence, empower and manage change • Has presence and visibility as a leader, demonstrating optimism, resilience with a well-developed sense of proportion • Has the ability to tackle difficult situations and make difficult decisions, conveying outcomes clearly and with sensitivity • Is able to relate well to parents/carers, staff, governors, partners and the wider community • Access to a car or means of mobility support (if driving then must have a current valid driving licence and appropriate insurance). • May be required to work outside of normal office hours. 		
--	--	--

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- motivation to work with children and young people;
- ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- emotional resilience in working with challenging behaviours;
- attitudes to use of authority and maintaining discipline.

Any relevant issues arising from references will be taken up at interview.

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.