KIRKLEES COUNCIL

DIRECTORATE FOR CHILDREN & ADULTS
JOB DESCRIPTION

Job Title: **Headteacher**
Location: **School**
Salary: **Group ISR: L18 – L24**

Purpose of the Job

To be responsible for all aspects of the internal organisation, professional leadership, management and control of the school and for exercising supervision over the teaching and support staff, ensuring high quality education for all its pupils and good standards of learning and achievement

Consultation

In carrying out these duties, to consult, where this is appropriate, with the appropriate authority, the Governing Body, the staff of the school, the pupils and the parents of its pupils.

Headteachers – overriding requirements

A Headteacher's professional duties must be carried out in accordance with and subject to:

a. the provisions of all applicable legislation and any orders and regulations having effect under the applicable legislation, and in particular the Education Act 2011;
b. the instrument of government of the Headteacher's school;
c. any rules, regulations or policies made either by the governing body on matters for which it is responsible, by the authority with respect to matters for which the governing body is not responsible or by the Headteacher's employers;
d. where the school is a voluntary, foundation or foundation special school, any trust deed that applies to the school;
e. any scheme prepared or maintained by the authority under section 48 of the School Standards and Framework Act 1998(18);
f. the terms of their appointment.

Delegation

1. Subject to paragraph 1, a Headteacher's responsibilities may be delegated to a deputy headteacher, assistant headteacher or other member of the staff in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities, and maintaining a reasonable balance between work and other commitments for each teacher.

Professional responsibilities

2. A Headteacher may be required to undertake the following duties:

Whole school organisation, strategy and development

3. Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.
4. Develop, implement and evaluate the school's policies, practices and procedures.

Teaching

5. Lead and manage teaching and learning throughout the school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils:
a) in the first, second, third and fourth key stages, for foundation and other core subjects and religious education; and,
b) in the preliminary stages.
6. Teach.

Health, safety and discipline

7. Promote the safety and well-being of pupils and staff.
8. Ensure good order and discipline amongst pupils and staff.

Management of staff and resources

9. Lead, manage and develop the staff, including appraising and managing performance.
10. Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.
11. Organise and deploy resources within the school.
12. Promote harmonious working relationships within the school.
13. Maintain relationships with organisations representing teachers and other members of the staff.
14. Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

Professional development

15. Promote the participation of staff in relevant continuing professional development.
16. Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
17. Participate in arrangements for their own further training and professional

development and, where appropriate, that of other teachers and support staff including induction.

Communication

18. Consult and communicate with the governing body, staff, pupils, parents and carers.

Work with colleagues and other relevant professionals

19. Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.

Rights conferred

20. In addition to the provisions of paragraph 52 the following rights apply:

Dedicated headship time

21. A Headteacher is entitled to a reasonable amount of time during school sessions, having regard to their teaching responsibilities, for the purpose of discharging their leadership and management responsibilities.

Daily break

22. A Headteacher is entitled to a break of reasonable length in the course of each school day, and must arrange for a suitable person to assume responsibility for the discharge of their functions as Headteacher during that break.

As part of your wider duties and responsibilities you are required to promote and actively support the Councils responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting them from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. Safeguarding relates to everyone who may be vulnerable, not just the very old and the very young.
Please click here to read our safeguarding policy.
Alternatively go to http://www.kirklees.gov.uk/beta/working-for-kirklees/about-kirklees.aspx

KIRKLEES COUNCIL – CHILDREN & YOUNG PEOPLE SERVICE

HEADTEACHER PERSON SPECIFICATION

The Federation of Kirkroyds Infants and Wooldale Junior Schools

Post Ref: ED 18362

Note to applicants

You should provide a high quality, concise letter of application which addresses the following criteria. To be short listed candidates will initially be judged on how well they address the criteria listed as essential. Desirable criteria will be taken into account if there are a large number of applicants.

The end column indicates how the criteria will be identified ; Application Form, (A) Letter of Application, (L) Interview (I) and /or References (R)

		Essential	Desirable	How identified?
1	**Qualifications**			
1.1	Qualified Teacher Status	E		A
1.2	Evidence of further relevant professional development in school leadership and management such as NPQH, Higher Degree, Post Graduate qualification etc		D	A
1.3	Evidence of regular and relevant professional development (please enclose a record of CPD in the application, this will not be included in the word count)	E		A
2	**Experience**			
2.1	Proven and substantial experience of a successful teaching career	E		A/L
2.2	Experience of teaching in Primary schools	E		L/I
2.3	Substantial experience of working within a senior management team and experience of successful whole school responsibility	E		
2.4	Recent experience of Primary Headship		D	A

3	**Qualities and knowledge**			
3.1	Evidence of the ability to communicate and implement a shared vision of excellence for all	E		L/I
3.2	Evidence of developing, leading and monitoring strategic plans to realise the school vision and sustain school improvement	E		L/I
3.3	Demonstrate excellent inter-personal skills to secure positive relationships and attitudes towards pupils, staff, parents, governors and the wider community	E		I/R
3.4	Evidence of developing successful leadership and management qualities, demonstrating the ability to lead by example	E		L/I
3.5	Experience and evidence of leading and empowering staff and pupils to excel	E		L/I
3.6	A knowledge of and involvement in current educational developments, national policy and research and their potential to enhance school self-improvement	E		L/I
4	**Developing pupils and staff**			
4.1	Experience of: Inspiring excellent teaching through a clear understanding of how pupils learn; promoting the core features of successful classroom practice and curriculum design which leads to successful outcomes in terms of pupils' achievement and their well-being.	E		L/I
4.2	Experience of organising and sharing best practice within and between schools, to establish a culture of professional development and partnership.	E		L/I
4.3	An ability to create an ethos in which all staff are encouraged and supported to develop their own skills and subject knowledge.	E		L/I
4.4	Evidence of mentoring, coaching and developing staff, which builds upon their emerging talents, in order to secure standards of excellence.	E		L/I
4.5	Experience of implementing rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing under performance, supporting staff to improve and valuing excellent practice	E		L/I
4.6	Evidence of developing the spiritual, moral, social and cultural development of all children	E		L/I
4.7	Evidence of ensuring staff have the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes to promote the rights and responsibilities of pupils	E		L/I
5	**Accountability - Systems and Processes**			
5.1	Ability to lead school self-evaluation using a range of evidence including performance data and external evaluations for monitoring whole school progress to improve outcomes for all pupils	E		L/I

5.2	Experience of setting ambitious standards for all pupils, overcoming disadvantage and advancing equality, ensuring the accountability of staff for the impact of their work	E		L/I
5.3	Ability to present a clear account of the school's performance to members of the school community, including governors to enable others to fulfil their responsibilities	E		I
5.4	Experience of establishing clear policies and practice throughout a school and implementing procedures to monitor and evaluate their impact	E		L
5.5	Experience of carrying out effective monitoring of school improvement activity.	E		L/I
5.6	Experience of building a leadership team with clear roles and responsibilities and developing distributed leadership throughout school.		D	L/I
5.7	Ability to promote and provide a safe, calm, well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour in school and in the wider society	E		L/I
5.8	Demonstrate an understanding of the effective role of a governing body and to how the headteacher supports governors to ensure they fulfil their duties effectively.	E		L/I
5.9	Demonstrate an understanding of curriculum led school financial planning which ensures the appropriate deployment of budgets and resources in the best interests of pupils' achievements and the school's sustainability.		D	L
6	**The self-improving school system**			
6.1	Experience of and a commitment to working collaboratively with other schools, agencies, the wider community, faith communities, to enrich the learning experiences of pupils	E		L/I
6.2	To have a commitment to parental engagement which: enhances children's learning, enjoyment, well-being, achievement and personal development.	E		L/I
6.3	An ability to promote, engage and include the school in the local community and beyond	E		I
6.4	Experience of working with professionals and colleagues in other services to improve academic and social outcomes for all pupils	E		L/I
6.5	Experience of leading, managing and implementing innovative change which has impacted positively on outcomes for pupils, staff.and the community	E		L/I

6.6	An ability to inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education	E		I
7	**Safeguarding children**			
7.1	Knowledge, understanding, experience of and commitment to Safeguarding, Child Protection, safer recruitment and safeguarding policies and procedures	E		L/I/R
7.2	Ability to form and maintain appropriate relationships and personal boundaries with pupils	E		I/R
7.3	Willingness to undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process	E		A/I
7.4	Fully supportive references	E		R
7.5	Willingness to undertake an enhanced Disclosure and Barring Service check. **Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.**	E		I