



**KIRKLEES COUNCIL  
DIRECTORATE FOR CHILDREN & ADULTS  
JOB DESCRIPTION**

**Job Title:** Headteacher  
**Location:** Crossley Fields Junior & Infants School, Mirfield  
**Salary:** Group ISR: L25 – L31

**1. 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.

**2. CONSULTATION**

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

**3. OVERRIDING REQUIREMENTS**

A headteacher **must** carry out his/her professional duties in accordance with and subject to:

- I. The provisions of the Education Acts;
- II. Any orders and regulations having effect under the Education Acts;
- III. The instrument of government of the school of which he/she is the Headteacher;
- IV. Where the school is a voluntary, foundation or foundation special school, any trust deed that applies to the school;
- V. Any scheme prepared the authority under section 48 of the Standards and Framework Act 1998.

A headteacher **must** carry out his/her duties in accordance with and subject to the following (to the extent that to which they are not inconsistent with the rest of the duties):

- a) i) any rules, regulations or policies laid by the governing body for which they are responsible under their powers as derived from the Education Acts; and  
ii) any rules, regulations or policies laid down by the authority with respect to matters for which the governing body is not so responsible;
- b) In any case, any rules, regulations or policies laid down by the employer; and
- c) The terms of the appointment.

#### **4. KEY AREAS**

- a) Strategic Direction and Development of the school
- b) Teaching and Learning
- c) Leading and Managing Staff
- d) Efficient and Effective Development of Staff and Resources
- e) Accountability
- f) Schools with Children's Centres
- g) Dedicated Headship time
- h) Guaranteed Planning and Preparation time
- i) Daily break

#### **5. PROFESSIONAL DUTIES**

##### **A. STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL**

To work with the Governing Body, to develop a strategic view for the school in its community and analyse and plan for future needs and further development of the school within the local, national and international context:

- i. to formulate overall aims and objectives for the school and policies for their implementation;
- ii. to lead by example, provide inspiration, motivation and embodiment for the pupils, staff, governors and parents, of the vision, purpose and leadership of the school;
- iii. to create an ethos and provide educational vision and direction which secure effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of adult life;
- iv. to secure the commitment of parents and the wider community to the vision and direction of the school;
- v. to create and promote effective relationships with persons and bodies outside the school including:
  - liaison and co-operation with officers of the maintaining authority; making such reports to the authority in connection with the discharge of functions as it may properly require;
  - making arrangements for parents to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, so as to promote common understanding of its aims
  - maintaining liaison with other schools and further/higher education establishments with which the school has a relationship;

- maintain professional relationships with headteachers and other partners within the pyramid and locality.
- vi. to advise and assist the Governing Body in the exercise of its functions, including attending meetings and making reports in connection with the discharge of the Headteacher's functions;
  - vii. to promote and maintain effective relationships with organisations representing teachers and other staff within the school;
  - viii. to promote effective relationships with relevant persons and bodies outside the school i.e. the Authority, other education establishments;
  - ix. to determine, in accordance with general principles provided by the Governing Body, measures to be taken to promote good behaviour on the part of the pupils, to secure an acceptable standard of behaviour and to make sure that such measures are generally known within the school and implemented so that discipline and good order is maintained at all times during the school day (including the midday break) when pupils are present on the school premises and whenever pupils are engaged in authorised school activities, whether on the school premises or elsewhere;
  - x. to create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement;
  - xi. to try to ensure that all those involved in the school are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short term objectives and targets which secure the educational success of the school;
  - xii. to ensure that the management, finance, organisation and administration of the school support its vision and aims ;
  - xiii. to ensure that policies and practices take account of national, local and school data, and inspection and research findings;
  - xiv. to monitor, evaluate and review the effects of the school's policies, priorities and targets and take action if necessary.

## **B. TEACHING AND LEARNING**

To work with the Governing Body to secure and sustain effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement:

- i. to determine an appropriate curriculum for the school, having regard to the needs, experience, interests, aptitudes and stage of development of the pupils and the resources available to the school;
- ii. to create and maintain an environment which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline;
- iii. to determine, organise and implement the curriculum and its assessment, and to monitor and evaluate them in order to identify and act on areas requiring improvement;
- iv. to ensure effective teaching of literacy, numeracy and information technology skills;
- v. to ensure that all pupils take part in daily collective worship in accordance with section 70 of the Standards and Framework Act 1998;
- vi. to monitor and evaluate the quality of teaching and standards of learning, ensuring that proper standards of professional performance are established and maintained;
- vii. to ensure that progress of all pupils is monitored, in order to set and meet challenging, realistic targets for improvement;
- viii. to determine and ensure the implementation of a policy for the pastoral care of all pupils based on equality of opportunity for all, including creation and promotion of positive strategies for developing good race relations and dealing with racial harassment;
- ix. to develop effective links with the community, including business and industry, to extend the curriculum and enhance teaching and learning;
- x. to create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development.

## **C. LEADING AND MANAGING STAFF**

To lead, motivate, support, challenge and develop staff to secure improvement:

- i. to deploy and manage all teaching and support staff of the school and allocating particular duties to them (including such duties of the Headteacher as may properly 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 for each teacher between work carried out in school and work carried out elsewhere;

- ii. to maximise the contribution of staff to improving the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils;
- iii. to plan, allocate, support and evaluate work undertaken by groups, teams and individuals ensuring that there is clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for each teacher and other members of staff, in work carried out in school and work carried out elsewhere;
- iv. to participate, as appropriate, having regard for other duties, in the teaching of pupils at the school;
- v. to consider the extent to which the Headteacher's duties may be delegated to any Deputy Headteacher;
- vi. to arrange for a Deputy Headteacher or other suitable person to assume responsibility for the discharge of the Headteacher's functions at any time when the Headteacher is absent from school;
- vii. to ensure that providing cover for absent teachers is shared equitably among all teachers in the school, taking account of their teaching and other duties;
- viii. to ensure that communication channels exist in school enabling all staff to receive information they need in order to carry out their professional duties effectively;
- ix. to motivate and enable all staff in school to develop expertise in their respective roles through high quality continuing professional development and the implementation of performance management;
- x. to ensure that appraisal arrangements are implemented in accordance with the appropriate appraisal regulations and/or guidance for teachers, support staff and headteachers.;
- xi. to ensure that all staff in the school have access to advice, training and developmental opportunities appropriate to their needs, including needs identified in performance management objectives or in performance management statements in accordance with the policies of the maintaining authority and Governing Body;
- xii. to ensure that newly-qualified teachers and those returning to teaching after a break in service have access to adequate support in their first year of service or resumed service;
- xiii. to be responsible for the supervision and training of teachers during their induction periods in accordance with the Induction Regulations, and making a recommendation at the end of such induction periods as to

whether such teachers have met the prescribed induction standards as required by those Regulations;

- xiv. to ensure that teachers serving induction periods under the Induction Regulations do not teach for more than 90% of the time a teacher at that school who does not receive a management allowance would be expected to teach;
- xv. to assess (subject to approval by an assessor) whether a teacher at the school who applies for a threshold assessment has passed the threshold;
- xvi. to explain to teachers who make application for a threshold assessment the reasons for the outcome of their application and give them advice about the aspects of their performance which would benefit from further development;
- xviii. to sustain their own motivation and that of other staff;
- xix. to participate in arrangements for Headteacher performance management;
- xx. to report to the chair of governors annually on the professional development of all teachers at the school;
- xxi. to advise the Governing Body of the adoption of effective procedures to deal with incompetent teachers;
- xxii. to keep the Governing Body informed of the general operation of procedures relating to staffing;
- xxiii. to advise the Governing Body on the formulation and adoption of their pay policy;
- xxiv. to ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers, including those for the Headteacher.

#### **D. EFFICIENT AND EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES**

To deploy people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context and in a manner consistent with their conditions of employment, maintaining a balance for each teacher between work carried out in school and work carried out elsewhere:

- i. to work with governors and senior colleagues to select and appoint staff of the highest quality;

- ii. to prepare job descriptions for staff;
- iii. to work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided;
- iv. to implement decisions of the Governing Body in relation to staffing;
- v. to advise the Governing Body on the adoption of effective procedures to deal with teacher competence issues;
- vi. to set appropriate priorities for expenditure, allocate funds and ensure effective administration and control;
- vii. to manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- viii. to make arrangements, if so required, for the security and effective supervision of the school buildings, contents and grounds, ensuring that any lack of maintenance is reported to the maintaining authority;
- ix. to undertake responsibilities as defined in the LA's Health and Safety policy, and/or any such Health and Safety Policy as the Governing Body may have determined;
- x. to manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupil's achievements, ensure efficiency and secure value for money.

## **E. ACCOUNTABILITY**

To be accountable for the efficiency and effectiveness of the school to the governors and others, including pupils, parents, staff, local employers and the local community:

- i. to provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money;
- ii. to report to the Governing Body on the discharge of the Headteacher's functions and the affairs of the school;
- iii. to create and develop an organisation in which all staff recognise that they are accountable for the success of the school;
- iv. to present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the LA, where appropriate, the Diocese, the local community, OFSTED and others, to enable them to play their part effectively;

- v. to ensure that parents and pupils are well informed about the curriculum, attainment and progress and are able to understand realistic and challenging targets for improvement and to make a fully informed contribution to achieving them;
- vi. to report to the governors annually on the performance management of all teachers at the school;
- vii. to provide information about the work and performance of staff where it is relevant to their future employment.

## **F. SCHOOLS WITH CHILDREN'S CENTRES**

Each children's centre will have a multi agency children and families management group with clear and formal linkage to the individual school's governing body.

A range of children centre services offered in school on an outreach basis are likely to occur from 8.00 am – 6.00 pm and across 50 weeks of the year.

Additional factors:

- i. to ensure that the manager of the children's centre is aware of their responsibilities and is adhering to school protocols and policies regarding site and building management arrangements.
- ii. to be responsible for ensuring formal and meaningful liaison and contribute to joint planning arrangements between the school and the wider services offered as part of the children's centre targets.
- iii. to ensure that extended care services are fully integrated with the nursery education provision, working in close collaboration and partnership with the local authority to ensure quality and equity of provision is developed and maintained.

## **G. DEDICATED HEADSHIP TIME**

A headteacher **shall** be 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.

## **H. GUARANTEED PLANNING AND PREPARATION TIME**

A headteacher who participates in the teaching of pupils at the school **shall** have the same entitlement to planning and preparation time as a deputy or assistant headteacher.

## **I. DAILY BREAK**

A headteacher **shall** be entitled to a break of a reasonable length of time in the course of each school day, and **shall** arrange for a suitable person to take responsibility to cover the functions of the Headteacher during that break.

## **J. WORKING DAYS**

No headteacher may be required to work any Saturday, Sunday or public holiday unless his/her contract of employment expressly provides for this.

## **MISCELLANEOUS – Safeguarding**

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**

**Crossley Fields Junior and Infant School**

**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?
<b>1</b>	<b>Qualifications</b>			
<b>1.1</b>	Qualified Teacher Status	E		A
<b>1.2</b>	Evidence of further relevant professional development in school leadership such as NPQH, Higher Degree, Post Graduate Qualification		D	A
<b>1.3</b>	Evidence of regular and relevant professional development	E		A
<b>2</b>	<b>Experience</b>			
<b>2.1</b>	Experience of teaching in schools covering the full Primary age range including Foundation Stage	E		A
<b>2.2</b>	Substantial experience of working within a senior management team, with experience of successful whole school Responsibility	E		A/L
<b>3</b>	<b>Qualities and knowledge</b>			
<b>3.1</b>	Evidence of the ability to communicate and implement a shared vision of excellence for all	E		L/I
<b>3.2</b>	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 of leading and empowering staff and pupils to excel	E		L/I
3.6	A knowledge of current educational developments, national policy and research and their potential to enhance school self-Improvement	E		L
4	<b>Developing pupils and staff</b>			
4.1	Experience of securing excellent teaching through a clear understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to successful outcomes in terms of pupils' achievement and 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	E		L/I
4.3	An ability to create an ethos in which all staff are supported to develop their own skills and subject knowledge	E		L/I
4.4	Evidence of coaching and developing staff at all levels, which builds upon emerging talents, in order to secure standards of excellence	E		L/I
4.5	Experience of holding staff to account for their professional conduct and practice, providing challenge and taking appropriate action when performance is unsatisfactory	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 of pupils	E		L/I
5	<b>Accountability - Systems and Processes</b>			
5.1	Ability to undertake 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	Experience of presenting a clear account of the school's performance to members of the school community, including Governors, to enable others to fulfil their responsibilities		D	L

5.4	Experience of establishing clear policies and practice throughout the school and implementing procedures to monitor and evaluate their impact	E		L
5.5	An understanding of developing distributed leadership, through building teams with clear roles and responsibilities	E		L/I
5.6	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
5.7	Knowledge of how to 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 role of the Governing Body and how the Headteacher supports Governors to ensure they fulfil their duties effectively	E		L/I
5.9	Demonstrate an understanding of curriculum-led financial planning which ensures the appropriate deployment of budgets and resources in the best interests of pupils' achievements and the schools sustainability	E		L
<b>6</b>	<b>The self-improving school system</b>			
6.1	Experience of working collaboratively with other schools, agencies, the wider community, Christian and other faith communities, to enrich the learning experiences of pupils	E		L
6.2	Ability to engage in a partnership with parents and carers, to enhance children's enjoyment, well-being, achievement and personal development	E		L/I
6.3	An ability to promote the school within the local community and beyond	E		L/I
6.4	Experience of working with professionals and colleagues in other public services to improve academic and social outcomes for all pupils.	E		L
6.5	Experience of implementing innovative change which has impacted positively on outcomes for pupils	E		L/I
6.6	An ability to inspire and influence others to believe in the fundamental importance of education in young peoples' lives and to promote the value of education.	E		I

<b>7</b>	<b>Safeguarding children</b>			
<b>7.1</b>	Knowledge, understanding, experience of and commitment to Child Protection, safer recruitment and safeguarding policies and procedures.	E		L/I/R
<b>7.2</b>	Ability to form and maintain appropriate relationships and personal boundaries with pupils	E		I/R
<b>7.3</b>	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
<b>7.4</b>	Fully supportive references	E		R