

# **KIRKLEES COUNCIL**

## **DIRECTORATE FOR CHILDREN & ADULTS JOB DESCRIPTION**

**Job Title:** Headteacher  
**Location:** Windmill CE (C) Primary School  
**Salary:** Group ISR: L20-26 depending on experience

### **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.

### **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.

### **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. This appointment will be made subject to statutory authority in force at the time of the appointment;
- 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. 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.

### **Dedicated headship time**

20. 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**

21. 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 Council's 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:  
<https://jobs.kirklees.gov.uk/GenText.aspx?page=page1>

**KIRKLEES COUNCIL – CHILDREN & YOUNG PEOPLE SERVICE**

**HEADTEACHER PERSON SPECIFICATION  
Windmill CE (C) Primary School**

**Job Ref:**

**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 or Desirable	How Identified?
<b>1. 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	E	A
<b>1.3</b>	Evidence of relevant professional development	E	A
<b>2. 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>2.3</b>	Experience of supporting pupils with SEND and a commitment to further developing our resource provision and upholding our inclusive ethos	E	L/I
<b>3. Qualities and Knowledge</b>			
<b>3.1</b>	Demonstrate the school's Christian vision and values in everyday work and practice.	E	L/I
<b>3.2</b>	Positively promote the school's distinctive Christian identity	E	L/I
<b>3.3</b>	A commitment to reinforce and enhance links with the local community and Parish Church, maintaining the school at the heart of the community	E	L/I

3.4	Evidence of the ability to communicate and implement a shared vision of excellence for all	E	L/I
3.5	Evidence of developing, leading and monitoring strategic plans to realise the school vision and sustain school improvement	E	L/I
3.6	Demonstrate excellent inter-personal skills to secure positive relationships and attitudes towards pupils, staff, parents, Governors and the wider community	E	I/R
3.7	Evidence of developing successful leadership and management qualities, demonstrating the ability to lead by example, thereby empowering staff and pupils to excel	E	L/I
3.8	A knowledge of 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 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, subject knowledge and sense of well-being	E	L/I
4.4	Evidence of coaching and developing staff at all levels, which nurtures talent, 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 and pupils have the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes to promote the rights of all	E	L/I

#### 5. Accountability: Systems and Processes

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	Recognise the importance of the new SIAMS schedule in the accountability of a Church school	D	L/1

<b>5.3</b>	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
<b>5.4</b>	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	E	L
<b>5.5</b>	Experience of establishing clear policies and practice throughout the school and implementing procedures to monitor and evaluate their impact	E	L
<b>5.6</b>	An understanding of developing distributed leadership, through building and supporting teams with clear roles and responsibilities	E	L/I
<b>5.7</b>	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
<b>5.8</b>	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
<b>5.9</b>	Demonstrate a commitment to work openly and transparently with Governors in order to empower them to hold the school to account.	E	L/I
<b>5.10</b>	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 school's sustainability	E	L/I

<b>6. The Self-Improving School System</b>			
<b>6.1</b>	Experience of working collaboratively with other schools, agencies, the wider community, Christian and other faith communities, to enrich the learning experiences of pupils	D	L
<b>6.2</b>	Ability to engage in a partnership with parents and carers, to enhance children's enjoyment, mental well-being, academic achievement and personal development	E	L/I
<b>6.3</b>	An ability to promote the school within the local community and beyond	E	L/I
<b>6.4</b>	Experience of working with professionals and colleagues in other public services to improve academic, health and social outcomes for all pupils	E	L
<b>6.5</b>	Experience of implementing innovative change which has impacted positively on outcomes for pupils and staff	E	L/I/R
<b>6.6</b>	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

<b>7. Safeguarding Children</b>			
<b>7.1</b>	Knowledge, understanding, experience of and commitment to Child Protection, safer recruitment and safeguarding policies and procedures, embedding a positive culture of safeguarding across school.	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