



## **HEADTEACHER WESTBOURNE PRIMARY SCHOOL**

### **JOB DESCRIPTION**

**Requirements for effective headship can be divided into six main areas:**

- 1. Strategic direction and development of the school**
- 2. Teaching and learning**
- 3. Leading and managing staff**
- 4. Efficient and effective deployment of staff and resources**
- 5. Accountability**
- 6. Promoting students' safety and well-being**

Expertise in headship is demonstrated by the ability to apply professional knowledge, understanding, skills and attributes to bring about expected outcomes. The Headteacher works with the Board of Trustees, the Deputy Headteacher, Senior Management Team and other colleagues in relation to all six key areas. The Headteacher should also understand the roles of others in the school, including NQTs, subject leaders and the SENCO as set out in the job descriptions for those roles, and should support them as appropriate in fulfilling these roles.

#### **1. Strategic direction and development of the school**

The Headteacher, working with the Board of Trustees, should develop a strategic view for the school in its community and analyse and plan for its future needs and further development within the local, national and international context and needs to:

- lead by example, provide inspiration and motivation, and embody for the pupils, staff, trustees and parents, the vision, purpose and leadership of the school;
- 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; secure the commitment of parents and the wider community to the vision and direction of the school;
- 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;
- 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;
- review the school's aims and statement of purpose in consultation with staff, governors, parents and pupils;

- ensure that the management, finance, organisation and administration of the school support its vision and aims;
- ensure that policies and practices take account of national, local and school data, and inspection and research findings;
- monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action if necessary;
- ensure that the Board of Trustees is kept informed about developments within the school through regular reports in committee and Trustees meetings and the production of the Annual Review with the school improvement consultant presented at the end of the cycle of the school development plan;
- liaise with other primary school staff with regard to transfers of pupils;
- act as the designated teacher in child protection matters and liaise with a range of outside agencies;
- ensure the extended school provision continues to meet the needs of the community;
- Assist the Trustees, as required, with the expansion of the MAT.

## **2. Teaching and learning**

The Headteacher, working with the Board of Trustees, should secure and sustain effective teaching and learning throughout the school, monitor and evaluate the quality of teaching and standards of pupils' achievement, and use benchmarks and set targets for improvement. The Headteacher should:

- create and maintain an environment and a code of behaviour which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enable teachers to meet the standards set out in the professional development framework;
- determine, organise and implement the curriculum and its assessment and monitor and evaluate them in order to identify and act on areas for improvement;
- ensure that improvements in literacy and numeracy and information technology are priority targets for all pupils, including those with special educational needs;
- ensure that effective and appropriate pastoral support is available to pupils;
- ensure that pupils develop study skills in order to learn more effectively and with increasing independence;
- monitor and evaluate long, medium and short term planning in the curriculum;
- monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils in order to set and meet challenging, realistic targets for improvement;
- create and promote an environment and ethos which provides equal opportunities for all;
- develop effective links with the community, including business and industry, to extend the curriculum and enhance teaching and learning;
- create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development

## **3. Leading and managing staff**

The Headteacher should lead, motivate, support, challenge and develop staff to secure improvement and needs 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;
- plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;

- implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement;
- motivate and enable all staff in the school, including those working with the extended provision, to carry out their respective roles to the highest standard, through high quality, continuing professional development based on an assessment of needs;
- lead professional development of staff through example, support and co-ordinate the provision of high quality professional development from a variety of sources;
- understand the expectations of others, including subject leaders, and the SENCO and ensure that NQTs are appropriately monitored and supported during their induction period;
- sustain their own motivation and that of other staff;
- liaise with midday supervisors to ensure effective supervision of children during the lunch hour and to respond to suggestions and concerns;
- ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers, including those for the Headteacher.

#### **4. Efficient and effective deployment of staff and resources**

The Headteacher should deploy people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context and needs to:

- work with Trustees and senior colleagues to recruit staff of the highest quality;
- work with senior colleagues to deploy and develop all staff (teaching and non-teaching) effectively in order to improve the quality of education provided;
- work with the Business Committee to set the budget and appropriate priorities for expenditure, allocate funds and ensure effective administration and control;
- manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- monitor the use of school premises during lettings and liaise with the caretaker and School Business Manager regarding arrangements;
- manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

#### **5. Accountability**

Westbourne Primary School is an Academy, therefore the Headteacher is the Accounting Officer for the school.

The Headteacher accounts for the efficiency and effectiveness of the school to the governors and others, including pupils, parents, staff, local employers and the local community and needs to:

- provide information, objective advice and support to the 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;
- create and develop an organisation in which all staff recognise that they are accountable for the success of the school;
- present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, Trustees, the Department for Education, Local Authority, the local community, Ofsted and others, to enable them to play their part effectively;
- ensure that parents and pupils well-informed about the curriculum, attainment and progress, and about the contribution that they can make to achieving the school's targets for improvement.

## **6. Promoting students' safety and well-being**

Westbourne Primary School is committed to ensuring the highest standards of safeguarding and promoting the welfare of children. The Headteacher should ensure that priority is given to following regulations and guidance on best practice in relation to the safeguarding of children from all kinds of physical and emotional harm and needs to:

- maintain a happy, safe and secure school environment for pupils and other members of the school community;
- give priority to complying with legal requirements and best practice relating to child safeguarding;
- develop and implement strategies for maximising the extent to which the school and its teaching and learning activities contribute positively to each child's overall wellbeing, health and personal safety both within and outside school;
- develop and implement strategies against bullying and behaviours that may cause a child to feel victimised or excluded by his or her peer group or unhappy to come to school;
- develop and implement strategies for preparing children for the various challenges they will face in making the transition to secondary school;
- liaise with other agencies, including social services, the local health authorities and the police, to promote wellbeing generally and (where appropriate) to address any specific child safeguarding or welfare issues.