



Job description

Position: **Headteacher**

School: **Sefton Park Infant and Junior Schools**

Position reports to: **Governing Body**

Local authority: **Bristol**

Pay Scale: **L17 - L23**

Permanent from: **1st September 2021**

Core purpose

The core purpose of this role is to provide professional leadership and management of the school to promote a secure foundation from which high standards in all areas of the school's work can be achieved.

To achieve success, the Headteacher will:

- Provide vision, leadership and direction
- Effectively manage teaching and learning
- Promote excellence, equality and high expectations of all pupils
- Create a safe and productive learning environment which is engaging and fulfilling for all pupils.
- Develop strong distributed leadership and collaborative working with colleagues
- Deploy resources to achieve the school's aims
- Evaluate school performance and identify priorities for continuous improvement
- Carry out day-to-day management, organisation and administration
- Secure the commitment of the wider community and the profile of the school within it

Key responsibilities

Headteacher: Strategic direction and shaping the future

1. Work with the Governing Body and other key stakeholders to ensure the school vision is clearly articulated, shared, understood and acted upon effectively by all.
2. Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
3. Demonstrate the vision and values in everyday work and practice.
4. Motivate and work with others to create a shared culture and positive environment.
5. Ensure that strategic planning takes account of the diversity, values and experience of the school and the community.
6. Lead in formulating, implementing, monitoring and reviewing policy and practice together with the Governing Body.

Headteacher: Qualities and knowledge

1. Hold and articulate clear values and moral purpose, focused on providing the highest quality education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Headteacher: pupils and staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
7. Ensure pupils' transitions between Early Years, Infant and Junior Schools are carried out well both educationally and organisationally.

Headteacher: systems and process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.

4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Headteacher: the self-improving school system

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Person Specification

Core purpose

The core purpose of this role is to provide professional leadership and management of the school to promote a secure foundation from which high standards in all areas of the school's work can be achieved.

To achieve success, the Headteacher will need to demonstrate leadership qualities, behaviours, characteristics and traits such as those given as examples in the tables below, as well as have the necessary experiences and qualifications, in order to:

- Provide vision, leadership and direction
- Effectively manage teaching and learning
- Promote excellence, equality and high expectations of all pupils
- Develop strong distributed leadership, and collaborative working with colleagues
- Deploy resources to achieve the school's aims
- Evaluate school performance and identify priorities for continuous improvement
- Carry out day-to-day management, organisation and administration
- Secure the commitment of the wider community
- Create a safe and productive learning environment which is engaging and fulfilling for all pupils

EVIDENCE MAY BE GATHERED FROM A= Application, R = Reference,
S = Selection day assessment tasks, activities and interview

| QUALIFICATIONS AND EXPERIENCE | ESSENTIAL | DESIRABLE | EVIDENCE FROM? |
|---|-----------|-----------|----------------|
| Must have QTS (Qualified Teacher Status) | x | | A |
| First degree or equivalent | x | | A |
| Successful experience as a Headteacher or Deputy Headteacher | x | | A, R, S |
| Recent professional development that prepares the applicant for this post | x | | A |
| Desirable - Holder of National Professional Qualification for Headship (NPQH) or working towards it | | x | A |
| Record of successful class teaching with substantial teaching experience | x | | A, R, S |
| Desirable - to have had some Early Years and Infant teaching experience | | x | A, S |
| In-depth understanding of the current National Curriculum | x | | A, R, S |
| In-depth understanding of the current Ofsted Inspection Framework | x | | A, R |
| Experience of managing statutory and non-statutory assessment and feedback systems | x | | A, R |
| EXCELLENT HEADTEACHER: QUALITIES AND KNOWLEDGE | | | |
| Excellent written and verbal communication and listening skills | x | | A, S |
| Approachable, personable and enjoys being highly visible to children and parents | x | | A, S |
| Kind, caring, compassionate and considerate; treats all children and staff as individuals | x | | R, S |

| | | | |
|--|---|--|---------|
| Inspirational to pupils and staff. Energetic, enthusiastic and reliable with personal impact and presence | x | | S |
| Self-motivated with a high level of organisational skills and the ability to prioritise workload effectively | x | | R, S |
| Adaptable, inquisitive and able to think creatively, to anticipate and solve problems and make decisions based on analytical thinking and sound judgement. | x | | R, S |
| Aware of one's personal strengths and areas for future growth. Demonstrates curiosity and eagerness to learn and acts to improve personal performance | x | | A, S |
| Evidence of demonstrating resilience through responding appropriately, managing uncertainty, remaining focused on what is needed and bouncing back following difficult situations. | x | | A, R, S |
| Passionate about delivering high quality and balanced education to children and puts the needs of children and their well-being first | x | | A, R, S |
| Values and fosters diversity and the unique place and contribution every individual makes to the learning community | x | | A, R, S |
| Acts in ways that are principled, built upon a clear set of personal values. Demonstrates professionalism, loyalty, fairness and integrity | x | | R, S |
| EXCELLENT HEADTEACHER: PUPILS AND STAFF | | | |
| Excellent understanding of pedagogy for pupils from Nursery to Year 6, including for SEND children | x | | A, R, S |

| | | | |
|---|---|--|---------|
| <p>Is committed to:</p> <ul style="list-style-type: none"> • Raising standards for all in the pursuit of excellence, giving and receiving effective feedback to improve teaching and learning • High aspirations for every child • Supporting the delivery of an engaging, relevant and balanced curriculum | x | | A, R, S |
| Evidence of using data, benchmarks and feedback to analyse and monitor progress in children's learning and development | x | | A, R, S |
| Evidence of leading innovative and successful approaches to learning, including active learning, play-based and child-led approaches. | x | | A, R, S |
| A track record of supporting the professional development of all staff, and of developing leadership in others. | x | | A, R, S |
| A track record of and commitment to fostering an open, fair and equitable culture | x | | R, S |
| Has experience of managing conflict successfully | x | | R, S |
| Has high expectations of self and others, gives and receives effective feedback and effectively holds others to account. | x | | A, R, S |
| Shows an ability to build good relationships with the whole school community including vulnerable families, and demonstrates an empathy with children and families in challenging or complex circumstances | x | | A, R, S |
| Provides autonomy to staff as well as encourages, trusts and values them | x | | A, R, S |
| Experience of working openly and in partnership with a governing board and other colleagues | x | | A, R, S |

EXCELLENT HEADTEACHER: LEADERSHIP, SYSTEMS AND MANAGEMENT

| | | | |
|--|---|--|---------|
| Is able to identify what areas need addressing in a school to make it exceptional whilst being committed to and safeguarding Sefton Park's ethos | x | | A, S |
| Ability to manage the school efficiently and effectively on a day-to-day basis, including delegating and monitoring implementation of management tasks | x | | A, R, S |
| Undertakes strategic deployment of staff and other resources including financial in response to the school's priorities to ensure the school can create the best possible outcomes for pupils | x | | A, R, S |
| <p>Is committed to:</p> <ul style="list-style-type: none"> • The principles and practice of school self-evaluation • working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all pupils • Individual, team and whole school accountability for pupil learning outcomes | x | | A, S |
| Demonstrates the ability to think strategically, build, communicate and deliver a coherent vision in a range of ways | x | | A, S |
| Able to inspire, challenge, motivate and empower others to carry the vision forward | x | | A, S |
| Track record of providing inspirational and strong collaborative leadership to teaching staff, governors and parents | x | | A, R, S |

EXCELLENT HEADTEACHER: THE SELF-IMPROVING SCHOOL SYSTEM

| | | | |
|---|---|--|------|
| Is committed to: <ul style="list-style-type: none">• Collaborating and networking with others within and beyond the school to improve outcomes and provision; listening to, reflecting and acting on community and professional feedback• Working with other professionals and external agencies for the wellbeing of all pupils and their families | x | | A, S |
| Engages the school community, and external partners, in the systematic and rigorous self-evaluation of the work of the school | x | | A, S |
| Engages in a dialogue involving professional partners, parents and wider community stakeholders in supporting the learning of children; creating consensus on values, beliefs and shared responsibilities; and in defining and realising the school vision. | x | | A, S |

REFERENCES

Two fully supportive references, one of which must be from your current local authority, employer or Board of Trustees.

The Governing Body and Local Authority are committed to safeguarding and promoting the welfare of children and young persons and Headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo a Disclosure and Barring Service check.