

JOB DESCRIPTION	
Post Title: Headteacher - Primary Phase	Grade: L20 - L24 Inner London Pay Spine
Department Senior Leadership Team	Date: Required April 2016
Responsible to: Headteacher – Foundation School	

INTRODUCTION

In addition to the duties covered by the School Teacher's Pay and Conditions Document, the post of Headteacher – Primary Phase involves deputising for the Headteacher – Foundation School in their absence.

As a key member of the Senior Leadership Team, the Headteacher will have a key role in strategic leadership and development, formulating policy and monitoring our pastoral and academic provision across the Foundation and Trust Schools. This post will focus on the continued development of outstanding achievements and standards across the schools.

The following are generic responsibilities of the post:

1. **Basic principles**

- To lead on the Foundation Schools' Improvement and Development Plan as required.
- To embed the ethos and identity of the Schools to realise the potential of all SPW Graduates.
- To ensure the safety, welfare and pastoral care of all pupils throughout the schools.
- To lead and establish a distinctive and ambitious curriculum which prepares pupils to fulfil their potential.
- To transform the framework of expectations around pupil progress and achievement to exceed national standards.
- To develop, monitor and implement schools' policies as required.
- To act as a behavioural role model to all staff, students and the local community.
- To maintain a high profile around the schools, leading by example.
- To actively work to engage parents and carers in all aspects of their child's learning.
- To ensure accountability through regular reviews of progress and monitoring.
- To ensure that St Paul's Way Foundation Trust School policy and practice reflects a commitment to equal opportunities and inclusion.

2. Achievements and Standards

- To act as a lead professional in the classroom promoting the highest standards of learning.
- To coach and mentor staff and pupils to become more effective learners, teachers and leaders.
- To robustly challenge underachievement and mediocrity in all its forms.
- To ensure that underachieving pupils are supported appropriately.
- To promote high expectations from and towards all members of the schools' community.
- To ensure all pupils have challenging targets for achievement ensuring that these are reviewed systematically and regularly through improvement plans.
- To ensure standards are met across key stages by leading targeted interventions.
- To lead on educational enhancements such as enrichment activities, Saturday and holiday classes, summer schools, master classes and intervention sessions, as well as residential.
- To ensure monitoring, evaluation and review processes impact on pupil progress, providing clear information to stakeholders.
- To ensure that parents are empowered to support and guide their children.

3. Working with Others

- As a member of the schools' Senior Leadership Team to contribute to building and maintaining a culture of high expectations and achievement.
- To advise and liaise with members of the Governing Board and Trust Partners, as appropriate and ensure that they have an accurate understanding of the work of the schools.
- To organise governor visits to the schools.
- To work with feeder junior schools and partner primary and secondary schools as appropriate.
- To work on a range of initiatives alongside our University and Trust Partners including research and development.
- To work with our broader community to promote St Paul's Way Foundation Trust School.

4. Effective use of staff and resources

- To manage a delegated budget and produce financial management plans as appropriate.
- To have a lead responsibility for aspects of the recruitment, retention and deployment of staff within the schools.

5. Data and Assessment

- Specific responsibilities to be agreed.

6. Additional Duties

- To play a full role within the life of the schools' community, support its ethos and encourage all staff and pupils to follow this example.
- Promote and support all schools' policies.
- Continue personal professional development.
- Undertake any other duty as specified by the STPCD not mentioned above.

In addition to the above, specific responsibilities, the post holder will carry out any other reasonable duties relevant to the role as directed by the Head teacher.

This Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the School's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

COMMENSURATE STATEMENT

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.

Signed _____
Postholder

Date _____

Signed _____
Headteacher

Date _____

St Paul's Way Trust School

Headteacher – Primary Phase

	Person Specification
Education, Qualifications & Experience	<ol style="list-style-type: none"> 1. Graduate with qualified teacher status. 2. Minimum of five years teaching experience, two at senior leadership level. Evidence of successful, outstanding teaching experience across the Primary age range. 3. Recent appropriate Continuous Professional Development. 4. Experience of successfully leading an aspect of school improvement. 5. Experience of closely monitoring and raising achievement. 6. Experience of leading a team. 7. Experience of successfully monitoring and ensuring that staff follow all safeguarding policies and procedures.
Knowledge, Skills & Understanding	<ol style="list-style-type: none"> 1. Has the knowledge and understanding of current and national issues in relation to pupil development, pupil progress and raising attainment. 2. Understanding of the opportunities and challenges offered by a school led system of improvement and the greater flexibility and diversity of schools. 3. Good knowledge of curriculum design and implementation. 4. Knowledge of tracking and target setting to raise attainment at individual pupil, cohort and whole-school level. 5. Ability to analyse data, present findings and implement improvements. 6. Ability to communicate effectively, both orally and in writing with a range of audiences. 7. Ability to make sound and informed judgements on the quality of teaching & learning observed, giving quality feedback using a coaching model. 8. Proven administrative and organisational skills. 9. Proven ability to motivate and inspire pupils and colleagues. 10. An ability to continuously develop the pastoral, career, and university progression of our pupils. 11. Experience in helping young people to overcome their personal, motivational, and academic challenges.
Professional Expertise	<ol style="list-style-type: none"> 1. Outstanding classroom practitioner. 2. Experience of school self evaluation and development planning procedures.

<p>Monitoring, Evaluation & Review and Accountability</p>	<ol style="list-style-type: none"> 1. Has the skills and aptitude to lead and manage teams and to be accountable for outcomes. 2. Ability to monitor performance (pupil, curricular, phase, pastoral). 3. Is able to evaluate and review progress and evaluate and implement change as necessary.
<p>Other Professional Requirements</p>	<ol style="list-style-type: none"> 1. A willingness to initiate and participate in both cross curricular and extra curricular activities. 2. Has the ability to work with parents, external agencies and the wider community. 3. Determination to promote a culture that celebrates success. 4. Leads by example, setting high standards of punctuality, dress and conduct. 5. Clarity of thought and vision with proven ability to finish a task. 6. Sense of humour (particularly under pressure!). 7. Desire to develop professionally beyond this post.