

## St. Andrew's Church of England Primary School Headteacher – Job Description

<b>Post Title:</b>	<b>HEADTEACHER</b>
<b>School:</b>	<b>St Andrew's CEVC Primary School</b>
<b>Salary/Grade:</b>	<b>Leadership Point 8 – 13 NOR 144</b>
<p>As a teacher in a Church of England School you are required to have regard to the Christian character of the school. You are required to give religious education in accordance with the doctrines of the Church of England and to take part in and lead acts of religious worship.</p> <p>This role includes a teaching commitment of at least one afternoon per week.</p> <p>The Professional duties of teachers, (other than the Headteacher) are set out in the School Teachers pay &amp; Conditions Document and describe the duties required of all teachers. In addition, the specific requirements of the post of Headteacher, along with the particular duties expected of the post holder have been set out below:</p>	
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>• The Headteacher, who is accountable to the Governing Body, will continue the school's current ethos, provide vision, leadership and strategic direction for the school, ensuring that it is managed and organised to meet its aims and targets.</li> <li>• The Headteacher will provide professional and inspirational leadership, promoting a secure foundation from which to further improve and achieve high standards in all areas of the school's work.</li> <li>• Alongside these areas the Headteacher will be committed to safeguarding and the welfare of all pupils, in a nurturing and inclusive environment, where discipline and good behaviour underpin the schools' vision for pupils to participate, learn, enjoy and achieve.</li> <li>• The post holder will be an inspirational and dynamic leader with the vision, drive and passion to build upon the school's strengths and high expectations and lead the school to the next phase of development.</li> </ul>
<b>Responsible to:</b>	Chair of Governors
<b>Responsible for:</b>	To be responsible for the internal organisation, leadership, management and control of the school. In carrying out his/her duties, an Executive Headteacher shall consult, where this is appropriate, with the governing body, the diocese, the parish, other schools and agencies, the staff of the school and its parents and pupils
<b>Key Areas of Responsibility:</b>	<ol style="list-style-type: none"> <li>1. Strategic leadership in shaping the future</li> <li>2. Leading learning and teaching</li> <li>3. Developing self and working with others</li> <li>4. Leading and managing</li> <li>5. Securing accountability</li> <li>6. Strengthening community</li> <li>7. Leading a Church school</li> <li>8. Safeguarding</li> </ol>
<h3>Strategic Leadership in Shaping the Future</h3> <p><b>Working with the governing body, staff, pupils and parents to create a shared vision and strategic plan which inspires and motivates, pupils, staff and all members of the school community. This vision should express the core educational values established by the school. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward to develop the whole child and their spiritual, moral, intellectual and academic character.</b></p> <ul style="list-style-type: none"> <li>• Work closely with the Governing Bodies to develop and communicate a clear strategic vision for the successful development of the school.</li> <li>• Work within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.</li> <li>• Demonstrate the vision and values in everyday work and practice.</li> </ul>	

- Motivate and work with others to create a shared culture and positive climate.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that the strategic planning takes account of the diversity, values and experiences of the schools and community group.
- Ensure all statutory requirements are met.

### **Leading Learning and Teaching**

**Have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. Setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.**

- Advocate and develop innovative ways of teaching and learning to meet the needs of pupils of all abilities through the continuing development of a broad, balanced and stimulating curriculum.
- Provide a sound foundation for pupils' learning and monitor progress carefully.
- Ensure a wide range of activities for pupils to give them confidence in their ability to take on new challenges, raise aspirations and increase self-belief.
- Ensure that learning is at the centre of strategic planning and resource management.
- Monitor, evaluate and review classroom practice and promote improvement strategies. Challenge underperformance, at all levels, and ensure effective corrective action and follow up.
- Encourage the creative use of technology to support learning and teaching.
- Provide a safe and healthy environment in which pupils' happiness and welfare can be nurtured.
- Foster a lively and welcoming ambience in which high standards of behaviour and attendance encourage learning and social development.
- Report on the educational performance to the Governing Body and any relevant external body.

### **Developing Self and Working with Others**

**Effective relationships and communication are important in headship as leaders work through others. Effective leaders manage themselves and their relationships well. Headship is about building a professional learning community that enables others to achieve. Through performance management, providing opportunities for staff to develop their skills and effective continuing professional development practice, the headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, leaders should be committed to their own continuing professional development.**

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear designation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Manage own workload and that of others to allow an appropriate work/life balance.

### **Leading and Managing**

**Provide effective leadership, organisation and management of the school and seek ways of improving structures and functions based on rigorous self-evaluation. Ensure that the school, people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. Ensure resources are deployed to achieve value for money. Build a successful organisation through effective collaboration with others.**

- Manage the school's financial resources effectively and efficiently so that resources are used to benefit pupils' education.
- Oversee all financial matters. Work with the School Business Manager on the formulation of the annual budget.

- Maintain high standards of probity in the management of public funds, particularly value for money, regularity and propriety.
- Create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
- Manage the school's human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the schools, implement successful performance management processes with all staff.
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.

### **Securing Accountability**

**Have the highest values and a responsibility to the whole school community. Be accountable to a wide range of groups, particularly, pupils, parents, carers, governors, ECC advisors, Ofsted and the DfE. Be accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. The Headteacher is legally and contractually accountable to Essex County Council and the Governing body of the school, for their environment and all of their work.**

- Fulfil commitments arising from contractual accountability to Essex County Council and the Governing body.
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the Governing body (providing information, objective advice and support) to enable it to meet its responsibilities.
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including applicable external agencies, governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.

### **Strengthening Community**

**Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equality and entitlement. Collaborate with other schools in order to share expertise and bring positive benefits to all pupils. Work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all pupils. Share responsibility for leadership of the wider educational system and be aware that school improvement and community development are interdependent.**

- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Build a school culture and curriculum which takes account of the richness and diversity of communities within the school, and at local, national and global levels.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensure learning experiences of pupils are linked into and integrated with the wider community.

- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance the school and its value to the wider community.
- Co-operate and work with relevant agencies to protect children.

## **Leading a Church School**

**Developing the Christian ethos of the school, including the promotion of Christian Values and ensuring that acts of collective worship and high quality Religious Education are at the heart of school life.**

- Promoting and developing the Christian ethos, values and character of the schools.
- Leading by personal example, interaction with others, and effective partnership working with the Diocese and Parish.
- Promoting and developing the teaching of Christian Character.

## **Safeguarding**

**St. Andrew's is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expect all staff and volunteers to share this commitment. The Headteacher will be responsible for promoting and safeguarding the welfare of all children for whom he/she is responsible, or with whom he/she comes into contact, in accordance with the Safeguarding policies.**

**The Headteacher will undergo designated person child protection training and be the designated lead responsible for child protection and safeguarding in the school.**

- To take lead responsibility for safeguarding and child protection within the school
- Act as a source of support, advice and expertise for staff within the school for child protection and safeguarding.
- Raise awareness of the school's child protection policies ensuring they are understood and used appropriately
- Ensure the school's Child Protection Policy is reviewed (at least annually) and known, understood and used appropriately.
- Refer cases (or support staff making referrals)
  - of suspected abuse to the local authority children's social care
  - where there is a radicalisation concern to the Channel programme.
- Refer cases to Disclosure and Barring Service or Police as required
- Liaise with the local authority officers and other relevant agencies/parties in relation to child protection and safeguarding issues and concerns.
- Ensure child protection files are transferred as appropriate in line with Keeping Children safe in Education (Appendix B) as amended from time to time.
- Be available for staff during school hours to discuss any safeguarding concerns in line with the school's safeguarding arrangements.
- Make adequate and appropriate cover arrangements for safeguarding where concerns/issues occur out of hours/out of term
- Undergo and regularly update safeguarding training (at least every 2 years) to ensure the appropriate level of knowledge and skill is maintained.
- Keep up to date with developments relevant to the role in line with Keeping Children safe in Education (Appendix B) as amended from time to time
- Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

