

Headteacher - Job Description



Job Title	HEADTEACHER
Grade	L14 – L27
Posted	28 TH MARCH 2019
Closing Date	24 TH APRIL 2019, 4:00PM
Interviews	MONDAY 29 TH /TUESDAY 30 TH APRIL 2019

The primary purpose of the job To provide professional leadership and management for the school which secures, in consultation with the governing body, the success and improvement of the school ensuring high quality education for the pupils and improved standard of achievement

Responsible to The governing body

Principal Responsibilities The appointment is subject to the current conditions of employment of headteachers contained in the school Teacher's Pay and Conditions document and other current educational and employment legislation. In carrying out her/his duties, the headteacher is required to implement the governing body's policies concerning diversity in all posts in the school. The headteacher shall consult, where appropriate, with the Local Authority, the governing body, the staff of the school and the parents of its pupils in the exercise of all the duties of the post

The Olive Tree is a vibrant school which has grown to maturity this year with 420 pupils. We are proud to be Bolton's First Free school and of our success since we opened in 2013. We are diverse in our cultures and languages and have a close knit community of parents to support us.

Acting Headteacher: Ms I. Iqbal
Adelaide Street, Bolton. BL3 3NY

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MAIN DUTIES

- 1 Shaping the future** – critical to the role of the headship is working with the governing body and others to create a shared vision and strategic plan which inspires, motivates and keeps safe pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

Actions

- Ensures the vision for the school which has the child's wellbeing and safeguarding at its heart, is clearly articulated, shared, understood and acted upon effectively by all
- Works within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement
- Demonstrates the vision and values in everyday work and practice
- Motivates and works with others to create a shared culture and positive climate
- Ensures creativity, innovation and the use of appropriate new technologies to achieve excellence
- Ensures that strategic planning takes account of the diversity, values and experience of the school and community at large

- 2 Leading Learning and Teaching** – headteachers have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies 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.

Actions

- Ensures a consistent and continuous school-wide focus on pupils' achievements, using data and benchmarks to monitor progress in every child's learning
- Ensures that learning is at the centre of strategic planning and resource management
- Establishes creative, responsive and effective approaches to learning and teaching
- Ensures a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning

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- Demonstrate and articulates high expectations and sets stretching targets for the whole school community
- Implements strategies which secure high standards of behaviour and attendance
- Determines, organises and implements a diverse, flexible curriculum and implements an effective assessment framework
- Takes a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
- Monitors, evaluates and reviews classroom practice and promotes improvement strategies
- Challenges underperformance at all levels and ensures effective corrective action and follow up

3 Developing self and working with others – effective relationships and communication are important in headship as headteachers work with and through others. Effective headteachers manage themselves and their relationships well. Headship is about building a professional learning community, which enables others to achieve. Through performance management 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, headteachers should be committed to their own continuing professional development.

Actions

- Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Builds a collaborative learning culture within the school and actively engages other schools to build effective learning communities
- Develops and maintains effective strategies and procedures for staff induction, professional development and performance review
- Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledges the responsibilities and celebrates the achievements of individuals and teams
- Develops and maintains a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory
- Regularly reviews own practice, sets personal targets and takes responsibility for own personal development

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- Manages own workload and that of others to allow an appropriate work/life balance

4 Managing the Organisation – Headteachers need to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Headteachers should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. Headteachers should also seek to build successful organisations through effective collaboration with others.

Actions

- Creates 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
- Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities
- Ensures that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives
- Manages the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school
- Implements successful performance management processes with all staff
- Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Ensures 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
- Uses and integrates a range of technologies effectively and efficiently to manage the school

5 Securing Accountability – with values at the heart of their leadership, headteachers have a responsibility to the whole school community. In carrying out this responsibility, headteachers are accountable to a wide range of groups, particularly pupils, parents, carers and governors. They are accountable for ensuring that pupils enjoy and benefit from high quality education, for promoting collective responsibility within the whole school community and for contributing to the education

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service more widely. Headteachers are legally and contractually accountable to the governing body for the school, its environment and all its work

Actions

- Fulfills commitments arising from contractual accountability to the governing body
- Develops a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensures individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Works with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities
- Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
- Reflects on personal contribution to school achievements and takes account of feedback from others

6 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 equity and entitlement. Headteachers should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well being of all children. Headteachers share responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

Actions

- Builds a school culture and curriculum which takes account of the richness and diversity of the school's communities
- Creates and promotes positive strategies for challenging racial and other prejudice and dealing with racial harassment
- Ensures learning experiences for pupils are linked into and integrated with the wider community
- Ensures a range of community-based learning experiences
- Collaborates with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families

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- Creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- Seeks opportunities to invite carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
- Contributes to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
- Co-operates and works with relevant agencies to protect children
- Working with governors to grow a single academy trust into a Multi Academy Trust and to play an active part in leading and developing the Bolton Regional Training Centre

Customer Care - To continually review, develop and improve systems, processes and services in support of the School's pursuit of excellence in service delivery. To recognise the value of its people as a resource.

Valuing Diversity - To be responsible for contributions to the achievement of the School's Valuing Diversity Policy, both in your work and in your role as a Manager through the implementation of the supporting action plans. To provide a supportive open environment where all employees have the opportunity to reach their full potential. To ensure that the elected members are encouraged to share in and reflect policy in their work.

Developing Self and Others - To use and put processes in place to generate a learning environment. To focus on the strengths and requirements of all individuals and enable them to further their skills and knowledge. To actively pursue your own development. To be self-aware and role model continuous self-development.

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Headteacher – Person Specification

STAGE ONE Candidates with a disability will guaranteed an interview if they meet the essential criteria

MINIMUM ESSENTIAL REQUIREMENTS	METHOD OF ASSESSMENT
1. Skills and Knowledge	
<p>Shaping the Future <i>Applicants should be able to:</i></p> <p>Think strategically, build and communicate a coherent vision in a range of compelling ways</p> <p>Inspire, challenge, motivate and empower others to carry the vision forward</p> <p>Model the values and vision of the school</p> <p>Ensure that statutory guidance is implemented particularly around child protection and safeguarding</p>	<p>Application, Interview</p> <p>Application, interview</p> <p>Application & Interview</p> <p>Application & Interview</p>
<p>Leading, Learning and Teaching <i>Applicants should be able to:</i></p> <p>Demonstrate personal enthusiasm for and commitment to the learning processes</p> <p>Demonstrate the principles and practice of effective teaching and learning</p> <p>Access, analyse and interpret information</p> <p>Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance improvement</p> <p>Acknowledge excellence and challenge poor performance across the school</p>	<p>Application & Interview</p> <p>Application, Interview</p> <p>Application, Interview</p> <p>Application & Interview</p> <p>Application & Interview</p>
<p>Developing Self and Working with Others <i>Applicants should be able to:</i></p> <p>Foster an open, fair, equitable culture and</p>	<p>Application & Interview</p>

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manage conflict	
Develop, empower and sustain individuals and teams	Application & Interview
Collaborate and network with others within and beyond the school	Application, Interview
Challenge, influence and motivate others to attain high goals	Application, Interview
Give and receive effective feedback and act to improve personal performance	Application, Interview
Accept support from others including colleagues, governors and the LA	Application & Interview
Managing the Organisation <i>Applicants should be able to:</i>	
Establish and sustain appropriate structures and systems	Application & Interview
Manage the school efficiently and effectively on a day-to-day basis	Application & Interview
Delegate management tasks and monitor their implementation	Application & Interview
Prioritise, plan and organise themselves and others	Application, Interview
Make professional, managerial and organisational decisions based on informed judgements	Application, interview
Think creatively to anticipate and solve problems	Application, Interview
Securing Accountability <i>Applicants should be able to:</i>	
Demonstrate a knowledge of present and future trends in education	Application & Interview
Engage the school community in the systematic and rigorous self-evaluation of the work of the school	Application & Interview

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Collect and use a rich set of data to understand the strengths and weaknesses of the school	Application, Interview
Combine the outcomes of regular school self-review with external evaluations in order to develop the school	Application & Interview
Strengthening Community <i>Applicants should be able to:</i>	
Recognise and take account of the richness and diversity of the school's communities	Application & Interview
Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities	Application & Interview
Listen to, reflect and act on community feedback	Application & Interview
Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils	Application & Interview

2. Experience/Qualifications/Training etc.	
Recognised teaching qualification	Application Form
Evidence of either completion of NPQH or confirmed participation on NPQH	Application Form
(At least 2/3 years) Experience of holding the position of Head/Deputy Head Teacher or Assistant Head	Application Form
Evidence of experience and knowledge of teaching and learning across the key stages in a primary school	Application Form
Evidence of continuing professional development after initial qualification	Application Form

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3. Application form and letter

The forms should be fully completed and free from error. The letter should be clear and concise and related to the person specification

Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes, which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and helps to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage.

Application Form/Interview

Customer Care - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users

Application Form/Interview

Developing Self and Others - Coach and mentor others. Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Apply a range of development activities to develop and train staff. Endorse the principles of Investor in People. Strives for improvement and take responsibility for own development. Be self-confident and lead by example

Application Form/Interview

This is a developing role and the job outline will be subject to regular review. The post holder may reasonably be expected to undertake other duties commensurate with level of responsibility that may be allocated. It is the responsibility of the post holder to comply with Health and Safety and Equal Opportunities at all times.

The School is committed to safeguarding and promoting the welfare of children. This post is subject to satisfactory References, Enhanced DBS and Medical Clearances and Proof of legal working in accordance with the Asylum and Immigration Act 1996.

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