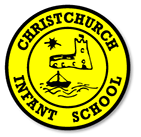
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**Job Description**

## 1. Post: Headteacher 2. Name: ..............

1. **Relationships and Responsibilities:**

The post holder:

* 1. is responsible for the standards and progress of children, the quality of education provided and the culture, ethos and values appropriate to an infant school.
  2. is responsible to the School’s Governing Body and, through the Director of Children’s Services, to the Local Authority for the internal organisation, management and control of the school.
  3. interacts on a professional level with colleagues, including headteacher colleagues and the LA, seeking to establish and maintain productive relationships with them.
  4. is employed by the Governing Body under the terms and conditions set by the LA.

## Purpose:

To lead and manage an effective infant school within its local context.

## Professional Duties:

The full range of professional duties of the Head teacher are as set out in Part IX of the School Teachers’ Pay and Conditions Document (STPC).

In consultation with staff, governors and appropriate LA officers:

* 1. to identify and determine the philosophy, overall aims and objectives of the school.
  2. to produce and revise as appropriate a school development plan relevant to the needs of the school and its pupils.
  3. to develop, monitor and evaluate school policies appropriate to the needs of the pupils incorporating the National Curriculum and other legal requirements.
  4. to agree a policy and organisation for the pastoral care of pupils including norms of behaviour and discipline.
  5. to determine, organise and implement an appropriate curriculum for the school and to foster the development of the wider curriculum so that pupils gain new skills and experiences and enhance their personal qualities.
  6. to lead and motivate staff and pupils by personal influence and concern for individual needs and equal opportunities.
  7. to evaluate the standards of learning and teaching in the school and to ensure those proper standards of professional performance are established, improved and maintained.
  8. to produce and maintain a staff development policy, ensuring that all staff have access to training appropriate to their needs and those of the school.
  9. to develop and maintain a decision-making structure providing opportunities for staff participation and to establish channels of communication using managerial skills to resolve conflict and solve problems.
  10. to manage human, financial and physical resources available to the school in accordance with LA policies and regulations and within the agreed framework of Local Management of Schools.
  11. to participate in the selection and appointment of staff in line with Keeping Children Safe in Education, July 2015.
  12. to ensure the maintenance of adequate and appropriate records and statistical returns.
  13. to make arrangements for the supervision, security and maintenance of equipment, buildings and grounds and the implementation of health and safety regulations.
  14. to ensure that adequate arrangements are made for parents to be consulted and given regular information about the school curriculum, the progress of their children and other matters affecting the school.

## Financial Organisation

* 1. to manage human, financial and physical resources available to the school in accordance with Local authority policies and regulations.
  2. to adopt and adhere to the Financial Management Standards in Schools, as agreed with the Local Authority.

## Communications

* 1. to maintain good community relations and to meet the needs of external accountability by implementing Local Authority policy, liaising with officers and establishing working links with parents, the community and external agencies.
  2. to promote a common understanding with parents of the school’s aims by giving regular information about the curriculum, their children’s progress and other matters relating to the school.
  3. to work with the community to seek ways of operating the school within the context of the community for the benefit of each.
  4. to work in partnership with the Local Authority schools pyramid.
  5. to inform and assist the Governing Body of the school in the exercise of its functions. To attend meetings of the Governing Body and to make such reports as may be required to assist them in their role.

## Safeguarding

* 1. to act as Designated Safeguarding Lead for the school. (please see annex 1)
  2. to refer all cases of suspected abuse to the local authority children’s social care and where appropriate to the local authority designated officer (LADO) for child protection, concerns, all cases which concern a staff member and; to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child) and/or Police (cases where a crime may have been committed).
  3. to act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
  4. to receive appropriate training every two years and ensure all staff understand the processes and responsibility of safeguarding and have sufficient training to carry these out on a day to day basis.
  5. to keep detailed, accurate, secure written records of concerns and referrals.

## Headteacher Performance Management

* 1. to participate in the performance management arrangements within the national framework for the appraisal of performance as Head teacher.

**Annex 1- Safeguarding**

**Role of the designated safeguarding lead**

Governing bodies, proprietors and management committees appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder’s job description

**Deputy designated safeguarding leads**

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

**Manage referrals**

The designated safeguarding lead is expected to:

• Refer cases of suspected abuse to the local authority children’s social care as required;

• Support staff who make referrals to local authority children’s social care;

• Refer cases to the Channel programme where there is a radicalisation concern as required;

• Support staff who make referrals to the Channel programme;

• Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

• Refer cases where a crime may have been committed to the Police as required.

**Work with others**

• Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

• As required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and

• Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

**Undertake training**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

• Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

• Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

• Ensure each member of staff has access to and understands the school’s or college’s child protection policy and procedures, especially new and part time staff;

• Are alert to the specific needs of children in need, those with special educational needs and young carers;

• Are able to keep detailed, accurate, secure written records of concerns and referrals;

• Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

• Obtain access to resources and attend any relevant or refresher training courses; and

• Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

**Raise Awareness**

• The designated safeguarding lead should ensure the school or college’s child protection policies are known, understood and used appropriately; • Ensure the school or college’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

• Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and

• Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

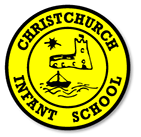
**Child protection file**

• Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

**Availability**

• During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.

• It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

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**Headteacher Person Specification**

The *National Standards of Excellence for Headteachers 2015* are set out in four domains:

* + - Qualities and knowledge
    - Pupils and staff
    - Systems and process
    - The self-improving school system

Within each domain there are six key characteristics expected of the headteacher. This document is available at [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

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| --- | --- | --- |
| **Requirements** | **Essential** | **Desirable** |
| **Qualifications** | * Qualified teacher status * Degree (or equivalent) * Recent evidence of relevant professional development | * NPQH or equivalent |
| **Knowledge and Experience** | Knowledge about:   * Teaching in an infant school * school finances Experience of: * senior leadership in school (as head teacher, deputy head teacher or assistant head teacher) * teaching across EYFS and Key Stage 1 * recent and relevant in-service professional development and training including safeguarding * setting and monitoring a budget * proven skills in performance monitoring of staff and experience of establishing strategies for developing effective teaching and deployment of support staff. | Experience of:   * Managing a growing school community * Experience of teaching across the EYFS and Key Stage 1 * working closely within an effective local collaboration of schools * working closely with the Governing Body * supervision, security and maintenance of equipment, buildings and grounds and the implementation of health and safety regulations * acting as a Deputy DSL or DSL within a school. * Interviewing and appointing staff |
|  |  |  |

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| --- | --- | --- |
| **Requirements** | **Essential** | **Desirable** |
| **Skills and Qualities** | * is able to inspire, challenge, motivate and empower others to implement the school vision over the short, medium and long term. * a clear understanding of what is required to be an outstanding teacher * a dedicated face-to-face communicator with the strength of character to work effectively with the whole school community   Able to:   * promote the spiritual, social, moral and cultural development of pupils * work with children to protect them and promote their * welfare * support and enhance the values and distinctiveness of the school |  |
| **Leadership and Management** | * evidence of ability to lead school improvement * a leader who can build high performing teams and can motivate staff to achieve outstanding results * knowledge of current legislation and developments in education including inspection frameworks * aptitude to manage change and complexity * has excellent knowledge of, and is able to plan for current and future educational developments. * proven team building ability * evidence of successfully leading, developing and motivating staff * ability to lead performance management and encourage staff development * ability to use IT as a tool to drive the effective administration and improvement of the school * excellent communication skills both in writing and speech * ability to lead strategic and | * a willingness to lead and support the school community in further developing links with other settings and possible moves to academisation in future years |

|  |  |  |
| --- | --- | --- |
| **Requirements** | **Essential** | **Desirable** |
|  | financial planning to ensure the sustainability of the school |  |
| **Curriculum** | * an innovative and creative approach to curriculum design and management * ability to define and implement assessment systems * ability to identify and inspire outstanding learning and teaching * understanding and implementation of effective inclusion strategies * ability to place the requirements within a broad, balanced and distinctive curriculum |  |
| **Relationships** | * ability to promote the school within the community and to enthuse others to contribute to the development of the school * willing to listen, communicate and engage with the whole school community * Leads by example whilst adopting a flexible management style that involves appropriate delegation and consultation in decision making:   1. the involvement of parents   2. effective relationships with pupils, colleagues and the Governing Body   3. collaboration with other schools |  |