

Barrow Primary School

Headteacher Job Description

July 2018

United Reformed Voluntary Controlled Schools

This job description reflects the **National Standards of Excellence for Headteachers** (2015). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including Headteachers.

The appointment is subject to the current conditions of employment of Headteachers, contained in the **School Teachers' Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education. In carrying out his/her duties, the Headteacher shall consult, where appropriate, with the Local Authority, the Governing Body, the staff of the school, its pupils and the parents of its pupils.

A. The Core Purpose of the Headteacher

The Headteacher is the prime mover in creating, inspiring and embodying the Christian ethos and culture of this Church school, securing its Mission statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and students to achieve their highest potential.

The core purpose of the Headteacher is to provide professional leadership and management for the school within the context of the Trust Deed. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils within a strong Christian ethos.

The Headteacher is the leading professional in the school. Accountable to the Governing Body, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the Local Authority, the Synod, higher education institutions and employers. Through such partnerships and other activities, Headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

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Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

B. The Four Domains of Headship

Domain One: Qualities and knowledge.

Within the school's Christian ethos, the Headteacher will:

1. Hold and articulate clear Christian values and moral purpose focused on providing a world-class education for the pupils they serve and reflecting the Church foundation of the school.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, Governors and members of the local Church and wider 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 that reflects the needs of a United Reformed Church school.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's Christian vision, ably translating local, national and Synod 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.

Domain Two: Pupils and staff.

Within the school's Christian ethos, the Headteacher will:

1. Demand ambitious standards of achievement and attendance 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, taking full account of the school's United Reformed foundation.

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 based on Christian values 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

Domain Three: Systems and process.

In a Church school, the relationship between the mission statement and the provision of effective governance, organisation and management should reflect the school's Christian aims. In order to provide an efficient, effective and safe Christian learning environment, the Headteacher will:

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 within a Christian context.
2. Within the school's Christian ethos, 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 Body 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, the school's sustainability and its Christian character.
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.

Domain Four: The self-improving school system

Working in a spirit of collaboration to secure Christian principles of equity and entitlement, the Headteacher will:

1. Create an outward-facing school which works with other schools, organisations and the local community– in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers and the Church community 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 of all staff.
5. Within the school's Christian ethos, 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 especially within a Christian context.

The applicant will be required to safeguard and promote the welfare of children and young people. The Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteacher.