Headteacher Job Description

Leadership Pay Scale: Group 7, L29 to 35

Responsible to: The headteacher is an employee of the Governing Board and is required to carry out professional duties as detailed in the non-statutory **Headteachers' Standards** (2020).

The appointment is subject to the current conditions of service for headteachers contained in the School Teachers' Pay and Conditions Document and other current education and employment legislation.

Mission Statement

- *We strive to have a learning culture where we aspire for success for every member, where thinking, problem solving and risk taking are encouraged.*
- *We are committed to giving our best in all we do to ensure our children are prepared for the future, both through engaging, meaningful education and by developing confidence, self-belief and resilience.*
- *We will create a community where values are shared and respect is integral; a community where each individual is understood, nurtured, kept safe and celebrated.*
- *We value working with parents and are committed to effective partnerships.*
- *We will reflect and research to ensure we constantly move forward in giving our children equal opportunities and the highest quality education that they deserve.*
- *A journey to success where barriers are only hurdles to be overcome and challenges stimulate our learning.*

The Core Purpose of the Role

The Headteacher is the leading professional in the school with responsibility across three provisions; the School, Post 16 and Post 19.

Accountable to the Governing Board, the Headteacher provides vision, leadership and direction for all three provisions and ensures that they are managed and organised to meet their aims and targets.

The headteacher must ensure inclusive, safe, engaging environments and a personalised curriculum; appropriate for students with complex learning profiles and behaviours.
They must strategically manage teaching and learning to ensure maximum engagement and motivation through the use of highly individualised learning approaches and establish a culture that promotes high expectations.

Working with others, the headteacher is responsible for evaluating school performance to identify 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 aims and objectives and for day-to-day management, organisation and administration.

The Headteacher secures the commitment of the wider community by developing and maintaining effective partnerships with other schools, groups, services, agencies and the Local Authority. Through such partnerships and other activities, the Headteacher plays a key role in contributing to the development of SEND provision to raise standards locally by sharing resources and best practice.

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.

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

Key Areas of Responsibility

1. **School Culture**
   - 1.1. Establish and sustain the school ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
   - 1.2. Create a culture where students experience a positive and enriching school life
   - 1.3. Uphold ambitious educational standards which prepare students for their next phase of education and life
   - 1.4. Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
   - 1.5. Ensure a culture of high staff professionalism

2. **Teaching**
   - **2.1.** Establish and sustain high-quality, expert teaching built on an evidence-informed understanding of effective approaches to teaching students with complex needs and barriers to their learning
   - **2.2.** Ensure teaching is underpinned by SEND expertise and experience appropriate to the distinct nature of the student population
   - **2.3.** Ensure effective use is made of formative assessment

3. **Curriculum and Assessment**
   - **3.1.** Ensure a structured, coherent and engaging curriculum, which sets out knowledge, skills and values that will be taught and meets the learning needs of the students in the school
   - **3.2.** Establish effective curricular leadership, developing specialist staff with relevant expertise and access to professional networks and communities
   - **3.3.** Ensure valid, reliable and proportionate approaches are used when assessing students progress
   - **3.4.** Ensure that assessment captures the small steps of progress that students achieve

4. **Behaviour**
   - 4.1. Champion our positive approach to supporting students with their behavioural challenges
   - 4.2. Model and adhere to our behaviour policy
   - 4.3. Implement a consistent, fair and respectful approach with absolute commitment to protecting students dignity
   - 4.4. Ensure that staff receive training to be confident and competent in dealing with challenging behaviour
   - 4.5. Ensure that adults within the school model and teach the behaviours that we want our student to replicate to become socially successful adults

5. Special Educational Needs and Disabilities

5.1. Ensure the school holds ambitious expectations for all students with different learning needs and barriers to their learning

5.2. Establish and sustain culture and practices that enable students to access an appropriate curriculum and make progress towards their outcomes detailed in EHCPs

5.3. Act as the schools Designated Safeguarding Lead and ensures safeguarding practice reflects the higher vulnerabilities of our students.

5.4. Ensure the school works effectively in partnership with parents, carers and external professionals, to identify needs providing appropriate support and personalisation

5.5. Ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional Development

6.1. Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs

6.2. Identify emerging talents, coaching current and aspiring specialisms and nurturing leadership potential

6.3. Provide encouragement and support for staff wishing to gain qualified teacher status

6.4. Ensure that progression pathways are available for staff at all levels

6.5. Maintain a culture of self driven, competency based development centered around the skills needed for an ever changing student population

6.6. Ensure that professional development opportunities include modelling and training staff from other schools and settings

7. Organisational Management

7.1. Ensure the protection and safety of students and staff through effective approaches to safeguarding as part of our duty of care

7.2. Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds

7.3. Ensure staff are deployed and managed well with due attention paid to workload

7.4. Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently

7.5. Ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous School Improvement

8.1. Make use of effective and proportional processes of evaluation to identify and analyse complex barriers, which limit school effectiveness and identify priority areas for improvement

8.2. Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context

8.3. Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

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9. Working in Partnership

9.1. Maintain constructive relationships beyond the school, working in partnership with parents, carers and the local community

9.2. Share and support best practice and best outcomes for SEND students in other schools and settings

9.3. Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve outcomes for all students

10. Governance and Accountability

10.1. Understand and welcome the role of effective governance, supporting their obligation to challenge and fulfil their role as a critical friend

10.2. Establish and sustain professional working relationship with those responsible for governance

10.3. Ensure that staff know and understand their professional responsibilities and are held to account

10.4. Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

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.

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.