



Job Description

Head Teacher

Accountable to: The Governing Board of the School and Local Authority

Accountable for: Carrying out professional duties in accordance with and subject to conditions of employment as set out in School Teachers' Pay and Conditions Document. This job description reflects the Head Teachers' Standards 2020.

Core purpose of the post

- To be responsible for the leadership, internal organisation, management and control of the school ensuring a high quality of education for all its pupils.
- Provide overall strategic professional leadership, and with others, lead develop and support the strategic direction, vision, values and priorities of the school.
- To be an ambassador for the school and will promote and raise its profile in the wider community.
- Develop, implement and evaluate the school's policies, practices and procedures.
- Lead and manage teaching and learning to achieve high standards of learning and attainment throughout the school.
- To be committed to the safeguarding and welfare of all pupils and to promoting high standards of behaviour and discipline, enabling the school community to participate, learn, enjoy and achieve.
- Lead by example and provide inspiration to motivate manage and develop staff, including appraising and managing performance.
- Create, implement and maintain a strategic plan, underpinned by sound financial planning, which drives school improvement.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.
- Develop and sustain effective relationships with the Governing Body, to clearly articulate the school's vision to ensure effective governance of the school.
- Develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of all pupils.



Job Description (continued)

Head Teachers' Standards 2020

Section 1:

Ethics and professional conduct

Head Teachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Head Teachers uphold and demonstrate the **Seven Principles of Public Life**:

- selflessness
- integrity
- objectivity
- accountability
- openness
- Honesty
- Leadership

Head Teachers uphold public trust in school leadership and maintain high standards of ethics and behaviour.

Both within and outside school, Head Teachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, Head Teachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen.
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities



Job Description (continued)

- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Section 2:

1. School culture

Head Teachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Head Teachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

Head Teachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum



Job Description (continued)

4. Behaviour

Head Teachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

Head Teachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Head Teachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

Head Teachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care



Job Description (continued)

- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Head Teachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- 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
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Head Teachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

Head Teachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties



Person Specification

Head Teacher

We will base the selection process on these criteria. At each stage of the process, we will assess the merits of each application to determine how far the criteria have been met.

Beside each criterion we list the assessment method we will use. Your personal statement should be no more than 1200 words.

	Requirement	Method of assessment
1	Qualifications and training	Application Form
	<ul style="list-style-type: none"> a. DfE qualified teacher status. b. NPQH and/or further post graduate study c. A record of other training relevant to leadership 	
2	Successful Experience	Application form
	<ul style="list-style-type: none"> a. Evidence of successful, outstanding teaching experience across the stated age range b. At least four years relevant, varied experience at a senior level in a similar school c. Of developing a strategic view for the future needs and development of the school d. Of being innovative and finding creative solutions to communicate a vision to inspire and motivate all stakeholders e. Of securing and sustaining effective teaching and learning and its monitoring and evaluation throughout the school. f. Evidence of driving up standards of teaching and learning to ensure excellent outcomes for pupils, including reducing the gap for disadvantaged pupil groups g. Raising the academic and personal achievement of all pupils h. Of efficient and effective deployment of staff and financial resources to serve improvement. i. Experience of adhering to financial procedures and of managing a significant school budget with probity j. Of working in partnership with a range of stakeholders and other agencies for example Local Authority, local schools to improve the academic and social outcomes for all pupils 	



	Requirement	Method of assessment
3	Key skills and attributes	Application form, interview, and other assessment activities
	<ul style="list-style-type: none"> a. To use appropriate leadership styles in different situations, to initiate, inspire, lead and manage people to work effectively towards common goals b. To demonstrate an ability to use, analyse and interpret data and as a result make decisions, set challenging targets and drive further improvements. c. Excellent interpersonal skills to communicate clearly and effectively using a range of methods, as appropriate, to a variety of audiences d. An ability to identify and promote excellence; hold people to account and challenge poor performance across the school e. Evidence of successfully developing teams of professionals, delegating effectively and managing change f. To draw upon attributes demonstrated by all successful leaders such as resilience; being adaptable, approachable and visible; displaying self-confidence, enthusiasm and commitment. g. To engage the school community in a rigorous self and external evaluation of the work of the school. h. To demonstrate a commitment to continuing CPD for oneself and the school community 	
4	Knowledge and understanding of (1/2)	Application form, interview, and other assessment activities
	<ul style="list-style-type: none"> a. Current educational developments, curriculum issues and legislative changes, their implication and how it impacts on school life. b. The contribution that evidence from inspection and research can make to professional and school development. c. Extensive knowledge of safeguarding procedures and an ability to maintain and develop a culture of vigilance' to safeguard the welfare of pupils. d. The nature and needs of pupils and communities in inner city and multi-racial areas such as Newham. 	



	Requirement	Method of assessment
4	Knowledge and understanding of (2/2)	Application form, interview, and other assessment activities
	<ul style="list-style-type: none"> a. The implementation of Newham's policy of inclusive education and of equal opportunities practice throughout a school. b. Effective procedures to ensure good behaviour and discipline in the school with the co-operation of all staff. c. Strategies for promoting pupil's spiritual, moral, social, and cultural development and to foster respect for the diversity of the school's community d. The principles and methods of assessment and effective record keeping and their use to promote the educational, personal development and progression of the pupils. e. The use of strategies for raising pupil achievement and the value of target setting. f. Demonstrate the creative use of ICT across the curriculum and as a communication and management tool g. Effective quality assurance approaches, including staff appraisal and development to secure accountability and improve performance. h. Health and safety, premises and personnel procedures related to the management of a school. i. The role of Governors in the leadership of the school to develop and maintain the school's vision. j. The promotion of community education and parental and community involvement in order to raise levels of achievement. 	