**HEADTEACHER DUNSTON HILL COMMUNITY PRIMARY SCHOOL**

**JOB PROFILE**

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| **Overall** | To meet the requirements of a headteacher as set out in the School Teachers’ Pay and Conditions Document, school and local authority policies. |
| **Responsible to** | School governing body and Strategic Director Care, Well-being and Learning. |
| **Strategy** | In consultation with staff, governors and children to create and maintain the ethos, values and aims of the schools. |
|  | To have high expectations and lead by example. |
|  | To work with the governing body to determine the strategic direction of the school. |
|  | To keep under review the work and organisation of the schools and continue to evaluate the effectiveness of the curriculum in the light of children’s needs, national and local priorities. |
|  | In consultation with staff, governors and children to draw up and implement a school improvement plan. |
|  | To ensure implementation of key statutory policies, including equal opportunities, anti-discrimination, special educational needs and disability and to promote an understanding of the diversity of life in Britain and of fundamental British values. |
|  | To provide clear strategic direction for the schools, which achieves the highest quality educational provision across all three key stages including personal, social and academic outcomes. |
|  | To ensure that the schools benefit from a rigorous self-evaluation framework which substantially contributes to improved outcomes in both schools. |
|  | To take the lead and advise the governing body in the recruitment and appointment of staff. |
|  | To ensure that current educational initiatives are incorporated effectively within the school’s drive for improvement. |
|  | To build and maintain safe, caring, welcoming, happy, stimulating and challenging learning environments. |
|  | To support the principals of corporate parenting for Looked after children |
|  | Attendance at and participation in meetings relating to the curricular administrative, organisational, pastoral and managerial arrangements for the schools. |
| **Finance and Resources** | To plan, manage and monitor the use of finances and resources effectively to achieve the aims of the schools. |
| **Curriculum and Learning** | To lead the educational development of the school and ensure that each child's educational programme meets their individual needs. |
|  | To monitor and evaluate the standards of teaching and learning and children’s progress. |
|  | To provide for the well-being, involvement, emotional, social and personal development of children to complement their academic development. |
| **Staffing** | To work with other senior leaders to coach staff to develop their teaching skills based on areas of development identified in observations. |
|  | To manage and motivate all staff to ensure the curriculum is delivered effectively. |
|  | To provide opportunities for continuing professional development for all staff. |
|  | To lead and support the leadership team individually and collectively. |
|  | To manage the performance of all staff in line with statutory requirements and delegate responsibilities where appropriate, ensuring the highest quality of performance. |
| **Liaison** | To work closely with the governing body to ensure the schools operate effectively and efficiently, leading to highly effective provision across both schools. |
|  | To develop positive relationships with parents, the local authority, other schools and the local community. |
|  | To arrange for parents to be given regular information about the curriculum, progress of their children and other matters affecting the schools. |
|  | To work effectively with other professionals to ensure the best possible skills and resources are available for all children in order to maximise their potential. |
|  | To provide regular reports to the governing body on the impact of the work of the school. |
|  | To provide opportunities for developing inclusive practice for both children and staff in partnership with relevant organisations. |
| **Premises** | To create a welcoming, safe, stimulating environment both indoors and outdoors in which children, staff and visitors feel comfortable and which is conducive to learning. |
| **Personal Development** | To engage actively in performance management and continuing professional development to ensure professional skills are kept up to date and developed. |

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| The Job Description is current at the date shown, but in consultation, may be changed by the governors to reflect or anticipate changes in the job commensurate with the grade and job title. |
| The Headteacher will be expected to comply with any reasonable request from the governors to undertake work of a similar level that is not specified within this job description. |

**PERSON SPECIFICATION HEADTEACHER**

**DUNSTON HILL COMMUNITY PRIMARY SCHOOL**

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| **Attribute** | **Essential** | **Desirable** |
| **TRAINING AND QUALIFICATIONS** |  |  |
| Qualified Teacher Status. | **X** |  |
| Degree or evidence of professional qualification in education. | **X** |  |
| Higher degree, or evidence of further study. |  | **X** |
| Post-entry Curriculum or Management Qualification. |  | **X** |
| National Professional Qualification for Headship (unless existing HT with some years of experience). |  | **X** |
| Recent participation in a range of in-service training relevant to the post | **X** |  |
| **EXPERIENCE OF TEACHING AND SCHOOL MANAGEMENT** |  |  |
| Leadership experience at headteacher, deputy head, head of school or assistant head level (minimum 3 years for all apart for headteacher expereince). | **X** |  |
| Experience of working in partnership with other education professionals | **X** |  |
| Proven management skills and a record of positive achievement. | **X** |  |
| Minimum five years' experience in a school for children of primary age (in more than one school/key stage). | **X** |  |
| Experience of teaching in a school within a diverse socio economic community |  | **X** |
| To have effectively managed whole school change, for example introduced a new initiative or procedure, developed a strategy which impacted significantly upon children's learning, and delivered in-service training. | **X** |  |
| To have had involvement with preparing and monitoring budgets. | **X** |  |
| To have had involvement with school improvement planning process, (particularly school self-evaluation process, ofsted inspection, monitoring and evaluating the effectiveness of actions). | **X** |  |
| To have involvement of working with a governing body. | **X** |  |
| To have experience of implementing or monitoring safeguarding practice within a school. | **X** |  |
| To have experience of inclusive educational practice within a school | **X** |  |
| To have successful experience of curricular development | **X** |  |
| To have experience of working with trainee teachers |  | **X** |
| **PROFESSIONAL KNOWLEDGE AND UNDERSTANDING** |  |  |
| *Applicants should be able to demonstrate a good knowledge and understanding of the following areas relevant to primary education:* |  |  |
| Children’s educational and personal development. | **X** |  |
| School leadership and management. | **X** |  |
| Curriculum and assessment, including subjects, cross- curricular aspects and outdoor learning | **X** |  |
| Effective teaching and learning strategies. | **X** |  |
| School improvement strategies. | **X** |  |
| Local and national policies, priorities and statutory frameworks including the Early Years Foundation Stage | **X** |  |
| Role of governing body. | **X** |  |
| **PERSONAL SKILLS AND ABILITIES** |  |  |
| *Applicants should be able to provide evidence that they have the necessary personal skills and abilities required by the post:* |  |  |
| Excellent communication skills, both written and verbal. | **X** |  |
| Highly effective interpersonal skills. | **X** |  |
| Ability to motivate and enthuse all members of the school community. | **X** |  |
| Effective ICT skills. | **X** |  |
| Effective and efficient organisational skills including timekeeping. | **X** |  |
| **OTHER REQUIREMENTS** |  |  |
| Application forms should be completed in full and be concise | **X** |  |
| Letters should be word processed. | **X** |  |
| Letters should address the criteria identified in the person specification and be relevant to the school. | **X** |  |
| Supporting statement/ letter | **X** |  |
| **CONFIDENTIAL REFERENCES AND REPORTS** |  |  |
| *Written reference(s) only.* |  |  |
| Confirming professional and personal knowledge, skills and abilities referred to above. | **X** |  |
| Positive recommendation from current employer. | **X** |  |