

HEADTEACHER JOB DESCRIPTION

Post Title:	Headteacher	Hexham Priory School		Office Use
Group Size:	5 / Individual School Range: L21-L27 (7 points)	Workplace:		Hexham Priory School
Responsible to:	Governing Body	Date: Sept 2018	Manager Level:	Senior
Job Purpose: To provide professional leadership for the school which ensures high quality individual education for all pupils.				
Resources	Staff	14.20 FTE Teaching 41.19 FTE Support Staff		
	Finance	£993,333 Annual Budget, £6,508 Formula Capital Allocation & Other School Funds		
	Physical	Building / School Site / Resources / Health & Safety / Safeguarding / Staff & Pupil Records		
	Clients	Pupils / Parents / Wider Community		
Duties and key result areas: Professional Duties to be carried out in accordance with the terms and conditions of the current School Teachers' Pay and Conditions Document issued by the DFE. The Headteacher would be required to carry out the Governing Body's policies concerning racial and sex equality and the rights of people with disabilities in terms of equal opportunity for employment in all posts within the school. The professional duties of the Headteacher shall include:				
<div>➤ Strategic Direction and Development of the School</div> <div><ul style="list-style-type: none">• working with the governing body to provide vision, leadership and a clear direction for the school• formulating the overall aims and objectives of the school and policies for their implementation• producing, monitoring and evaluating a school development plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement• securing the commitment of staff, pupils, parents and the wider community to the vision and direction of the school• ensuring that the management, finance, organisation and administration of the school support its vision and aims• arranging for a suitable person to assume responsibility for the discharge of the Headteacher's functions at any time when absent from the school• ensuring that safeguarding and protecting children is a core priority to the school's work within a culture of vigilance.</div> <div>➤ Teaching and Learning</div> <div><ul style="list-style-type: none">• promoting and securing good teaching, effective learning, high standards of achievement, good behaviour and discipline within a safeguarding culture• determining, organising, implementing and monitoring the curriculum and its assessment in order to identify and act on areas for improvement• monitoring and evaluating the quality of teaching and standards of learning and achievement of all pupils, including those with special educational needs, in order to set and meet challenging, realistic targets for improvement• creating and maintaining an effective partnership with parents to support and improve pupils' achievements and personal development.</div>				

➤ **Leading and Managing Staff**

- with the governing body, participating in the selection and appointment of the teaching and non-teaching staff as appropriate to ensure that appointees have the potential to achieve the agreed aims of the school
- deploying and managing all teaching and non-teaching staff and allocating particular duties, including such duties of the Headteacher as may be properly delegated, in a manner consistent with conditions of employment
- implementing and sustaining effective systems for the management of staff performance, incorporating targets for teachers, including targets relating to pupils' achievement
- motivating and enabling all staff in the school to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs.

➤ **Efficient and Effective Deployment of Staff and Resources**

- working with governors and senior colleagues to recruit staff of the highest quality
- deploying and developing all staff effectively in order to improve the quality of education provided
- setting appropriate priorities for expenditure, allocating funds and ensuring effective administration and control
- managing and organising accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- managing, monitoring and reviewing the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money
- ensuring all staff, volunteers and others that work with children are safe, by following appropriate procedures.

➤ **Accountability**

- providing information, advice and support to the governing body to enable it to meet its responsibilities
- creating and developing an organisation in which all staff recognise that they are accountable for the success of the school
- presenting a coherent and accurate account of the school's performance in a form appropriate to a range of audiences
- ensuring that parents and pupils are well informed about the curriculum, attainment and progress, and about the contribution that they can make to achieving the school's targets for improvement.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post *and the school: the ISR* has been established on this basis.

Work Arrangements

Transport requirements: *Able to meet the transport requirements of the post.*

Working patterns: *As identified in the relevant Teacher's Pay & Conditions Document*

Working conditions: **No Specific Working Conditions**

PERSON SPECIFICATION

Post Title:	Headteacher	Hexham Priory School	Ref:
Essential	Desirable		Assess by:
Knowledge and Qualifications			
<ul style="list-style-type: none">Teaching qualification recognised by the DFEKnowledge of what constitutes quality in special educational provisionKnowledge of behaviour managementKnowledge of how to use comparative data, to establish benchmarks and set targets for improvement within a specialist setting	<ul style="list-style-type: none">Graduate StatusNational Professional Qualification for HeadshipQualification in special education	(a) / (i) / (r) / (g) / (o) / (p)	
Experience			
<ul style="list-style-type: none">Proven management experience in a specialist setting in a senior leadership positionExperience in monitoring and evaluating the quality of teaching and learningEvidence of working successfully as a member of a teamAn up to date working knowledge of the National CurriculumA breadth of appropriate classroom teaching experienceEvidence of successfully developing parental/community involvement	<ul style="list-style-type: none">Experience of successfully developing a range of teaching stylesTeaching in more than one schoolExperience of budget monitoring	(a) / (i) / (r) / (o) / (p)	
Skills and competencies			
<ul style="list-style-type: none">Ability to lead and manage people from a wide range of professional backgrounds to work towards common goalsAbility to initiate and manage change successfullyAbility to monitor and evaluate standards and qualityAbility to motivate and inspire pupils, staff, parents, governors and the wider communityAbility to communicate effectively to a range of audiencesAbility to work in a collaborative way with a range of other schools and settings	<ul style="list-style-type: none">Experience of working with colleagues in mainstream schools for the benefit of children with special educational needs	(a) / (i) / (r) / (o) / (p)	
Physical, mental and emotional demands			
<ul style="list-style-type: none">Working under pressure and with competing prioritiesEmotional resilienceMaintain a sense of perspective		(a) / (i) / (r) / (o) / (p)	
Other			
<ul style="list-style-type: none">No adverse criminal record		(a) / (i) / (r) / (o) / (p)	

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visit

National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.