

HEADTEACHER JOB DESCRIPTION

Post Title:	Headteacher	School:	Belford Primary School	Office Use
Group Size:	<i>Group 1 School - L12-L18</i>	Workplace:	Belford Primary School	
Responsible to:	Governing Body	Date: 12/18	Manager Level: Senior	
Job Purpose: To provide professional leadership for the school which secures its success and improvement, ensuring high quality education for all pupils and improved standards of learning and achievement.				
Resources	Staff	4.60 FTE TEACHERS & 4.74 FTE SUPPORT STAFF		
	Finance	£331,471 Annual Budget, £ 50,207 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:				
Main purpose				
The headteacher will:				
<ul style="list-style-type: none">● Formulate the aims and objectives of the school and provide overall strategic leadership● Establish policies for achieving these aims and objectives● Manage staff and resources to that end● Monitor progress towards the achievement of the school’s aims and objectives● Lead by example and model best practice regarding professional conduct, workload and personal development● Be a role model for all in our community				

Duties and responsibilities - Qualities and knowledge

- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the school's context
- Communicate the school's vision compellingly and drive strategic leadership
- Seek training and continuing professional development to meet own needs

Pupils and staff

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Ensure excellent teaching in the school, including through training and development for staff
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice

Systems and processes

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Welcome and work with the governing board as appropriate, providing the information it needs to govern effectively
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

The self-improving school system

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education

The headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

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 Teachers Pay & Conditions Document*
Working conditions: *Will be specific to the needs of the school*

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PERSON SPECIFICATION

The person specification sets out the abilities, skills and experience you will need to carry out the role of headteacher – see the job description. Shortlisting will be carried out on the basis of how well you meet the requirements of the person specification, so please address these in your application. If shortlisted and invited for interview, further evidence will be gathered from the selection process.

Post Title:	Headteacher	Belford Primary School	Ref:
Essential		Desirable	
Knowledge and Qualifications			
<ul style="list-style-type: none">● Qualified teacher status.● Degree.		<ul style="list-style-type: none">● National professional qualification for headship (NPQH)● Further appropriate educational qualifications and /or depth of continuing personal development e.g. SENCO qualification.	
Communication			
<ul style="list-style-type: none">● Well developed communication skills - able to use a wide range of communication strategies applying tact and diplomacy and understanding of the need to adapt your communication style to suit the audience and situation:<ul style="list-style-type: none">○ Excellent written and verbal presentation skills.○ Ability to maintain a professional and confident manner.○ Strong interpersonal and intrapersonal skills, able to build effective teams and positive relationships.○ Empathetic listener.		<ul style="list-style-type: none">● Experience of successful challenging conversations.● Able to be focused and motivated to achieve objectives and targets.● Able to motivate and inspire staff, pupils and other members of the school community.	
Leadership and Management			
<ul style="list-style-type: none">● Successful leadership experience in a school:<ul style="list-style-type: none">○ leads by example.○ effectively delegates and ensures the successful implementation of planned actions.○ holds people accountable.○ proven track record in implementing and managing change.		<ul style="list-style-type: none">● Experience of KS2 and Y6 in a primary setting.● Understanding of the EYFS framework.● Experience of and ability to teach across the age range.● Experience of mixed age classes.● Experience of coaching / mentoring staff to improve quality of provision.	

<ul style="list-style-type: none"> ● Involvement in and a secure understanding of school self-evaluation and development planning, including the ability to articulate a clear understanding of the link between self evaluation and school improvement ● Demonstrable experience of successful line management, appraisal and staff development ● Evidence of relevant ongoing CPD / self initiated learning 	
Skills, abilities and experience	
<ul style="list-style-type: none"> ● Teaching experience in more than one age range. ● An exemplary classroom practitioner with a clear understanding of what constitutes excellent teaching and learning, the ability to model this for others and to challenge and support others to improve. ● A proven track record in improving pupil outcomes with a thorough understanding of issues related to attainment and achievement of different groups of pupils, of the significance of data analysis, setting targets and identifying next steps. ● Experience of working successfully with parents and the wider school community. 	<ul style="list-style-type: none"> ● Understanding of school finances and financial management. ● Understanding of the small rural school context. ● The ability to adapt to constantly changing priorities /demands and to apply analytical thinking to solve problems and /or resolve conflict.
Personal qualities	
<ul style="list-style-type: none"> ● A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school ● Highly organised with the ability to work under pressure and prioritise effectively ● High expectations of self and others and resilient in the face of challenge ● Commitment to maintaining confidentiality at all times ● Commitment to safeguarding and equality 	<ul style="list-style-type: none"> ● Passionate about your development as a leader ● High level of aspiration for our school and yourself.

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 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.