

## **SELEfirst HEADTEACHER JOB DESCRIPTION**

Date Effective: September 2020

Pay Range: Group 3 L11-24

### **Responsible to:**

The Governors of SELEfirst School and the Director of Children's Services.

### **Responsible for:**

Teaching and support staff of the school

### **Statutory requirements**

- To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of the Headteacher.
- To meet the National Standards of Excellence for Head Teachers as published by the DfE.
- To seek to achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.
- To promote and safeguard the welfare of all children, young people and adults within the School, by ensuring that the School's policies and procedures relating to safeguarding and child protection are fully implemented. Ensure all staff follow policy; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.

### **The role of the Head Teacher at SELEfirst**

Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children.

Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms.

Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain.

Headteachers, together with those responsible for governance, are guardians of the nation's schools.

**At SELEfirst Governors endorse the National Standards of Excellence for Headteachers.**

**These are set out in four domains:**

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

**Each domain has six key characteristics, which the Head teacher of SELEfirst will be expected to adhere and aspire to.**

### **Domain One Qualities and Knowledge**

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1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### **Domain Two Pupils and Staff**

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1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

### **Domain Three Systems and Process**

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1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

### **Domain Four the Self-improving School System**

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1. Create outward-facing schools that work with other schools and organisations within a climate of mutual challenge to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

## **Additional Requirements**

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1. SELEfirst has been a teaching school since 2012. The successful candidate will lead the work of our Teaching School Alliance. Teaching schools policy is driven by the desire to support the development of a self-improving, school system led by teaching schools, multi-academy trusts, other outstanding schools and early years providers.

Teaching schools are constantly referenced in the current policy landscape. Teaching schools continue to have an important role to play in a school-led system and in school improvement. Teaching schools are expected to be centres of excellence, taking on a focused role that prioritises:

- co-ordinating and delivering high quality school-based ITT and support for the ECF (Early Careers Framework). Pilot starts in September 2020.
  - providing high quality school-to-school support to spread excellent practice, particularly to schools that need it most; deploying SLE and delivering high quality school to school support via regional NLE programmes; delivering training and professional development to meet the needs of schools and the priorities of the region.
  - providing evidence-based professional and leadership development for teachers and leaders across their network; at SELEfirst this means maintaining position on NETSP board, delivering NPQ leadership programmes.
2. Maintain and strengthen links with Higher Education Partners both for ITT and promoting high quality practitioner research.
  3. Hold a developed understanding of the accountability frameworks for schools.
  4. Maintain and further develop the school's ethos through a consistent and structured approach to curriculum design and its delivery.

**SELEfirst School Governing Body February 2020**