

Job Description



Post title	Headteacher
Grade	Group (3) LPR L17 (£76,772) to L23 (£88,951)
School Name	Sugar Hill Primary School
Reporting to	The postholder will be accountable to Governing Board and Local Authority for the leadership, internal organisation, management, and control of the school.
Location	Your normal place of work will be Sugar Hill Primary School
Disclosure and Barring Service (DBS)	This post is subject to an Enhanced Disclosure . As the post will involve regulated activity with children, it is a criminal offence to apply for this post if you are included on the children's barred list held by the DBS.

Description of role

To provide ethical, professional and strategic leadership that secures an ambitious, safe and inclusive education for every pupil; establishes sustained excellence in teaching, curriculum, behaviour, attendance and personal development; and ensures the school is effectively governed, financially sustainable and compliant with its statutory duties.

Duties and Responsibilities

As Headteacher you will be required to undertake such duties as may reasonably be determined by the Governing Board and to carry out the following duties in consultation with the Governing Board, the LA, staff of the school and parents as appropriate:

1. Ethics, culture and strategic direction

- Model consistently high standards of ethical and professional conduct, uphold public trust and demonstrate the Seven Principles of Public Life.
- Work with the Governing Board and school community to establish, communicate and sustain the school's vision, values, ethos and strategic priorities.
- Create a culture of high expectations, equity, respect, belonging and professional responsibility in which pupils and adults are safe and able to thrive.
- Promote fundamental British values while respecting rights, protected characteristics, faith, belief and cultural diversity.
- Demonstrate the knowledge, qualities and behaviours expected within the Headteachers' Standards and promote these through leadership practice.

2. Safeguarding, welfare and online safety

- Establish and sustain a whole-school culture in which safeguarding is everyone's responsibility and children are listened to, believed, supported and able to report concerns safely.
- Ensure safeguarding and child-protection policies adopted by the Governing Board are understood, implemented and followed by all staff, volunteers and relevant third parties.

- Ensure the designated safeguarding lead and deputies have appropriate status, authority, time, training, funding, resources and access to supervision or support.
- Ensure effective safer-recruitment, induction, single-central-record, allegations, low-level-concerns, whistleblowing and ongoing-vigilance arrangements.
- Ensure appropriate online-safety, filtering, monitoring, information-security and access-management arrangements, including an annual review of filtering and monitoring effectiveness led by the responsible senior leader.
- Ensure effective multi-agency working, timely referrals and due diligence for alternative provision, off-site provision, contractors and other third-party activity, including regular review of placement safety, attendance and suitability.

3. Teaching

- Establish and sustain high-quality, evidence-informed teaching across all subjects, phases and pupil groups.
- Ensure teaching is supported by strong subject and phase expertise, effective formative assessment and appropriate adaptation to pupils' strengths and needs.
- Lead robust, proportionate quality assurance that evaluates curriculum implementation and pupils' learning rather than generating unnecessary workload.
- Teach to the extent determined by the Governing Board, while retaining reasonable dedicated headship time to discharge leadership and management responsibilities.

4. Curriculum and assessment

- Ensure a broad, balanced, structured and coherent curriculum entitlement that meets statutory requirements, including the National Curriculum, EYFS statutory framework where applicable, RE, relationships and health education and collective worship.
- Ensure effective curricular and subject leadership and access to appropriate professional networks and expertise.
- Ensure effective evidence-informed early reading and systematic synthetic phonics where the school teaches early reading.
- Ensure assessment is valid, reliable, proportionate and used to identify learning, inform teaching and communicate accurately with pupils, parents and the Governing Board.
- Ensure effective systems for monitoring and recording pupil progress and for communicating attainment, achievement and next steps to parents and carers.

5. Behaviour, attendance and personal development

- Establish high expectations, clear routines and consistent, fair and respectful approaches to behaviour, bullying prevention and positive relationships.
- Exercise the headteacher's statutory responsibilities for suspension and permanent exclusion and ensure decisions comply with current statutory guidance, equality duties and procedural fairness.
- Ensure attendance is treated as a safeguarding, inclusion and school-improvement priority; designate and support a Senior Attendance Champion on the leadership team.
- Ensure accurate electronic admission and attendance registers, rigorous analysis, early support and effective action to reduce persistent and severe absence, including reasonable adjustments and partnership with families and the local authority.
- Ensure pupils receive an inclusive programme of personal development that prepares them for their next phase and life in modern Britain.
- Promote an ethos in which pupils take increasing responsibility for their learning, behaviour, personal development and achievement.

6. SEND, inclusion and equality

- Set ambitious expectations for pupils with SEND, disabilities, additional needs, disadvantage or other barriers to participation and achievement.
- Work with the SENCO and Governing Board to fulfil the school's duties under the Children and Families Act 2014, SEND Code of Practice and Equality Act 2010.

- Ensure the SENCO has sufficient authority, time and resources and that SEND is integral to strategic planning, curriculum, assessment, attendance and staff development.
- Ensure effective identification, graduated response, implementation of EHC plans, reasonable adjustments, accessibility planning and partnership with parents and professionals.
- Advance equality of opportunity, eliminate unlawful discrimination and foster good relations in accordance with the Public Sector Equality Duty and Human Rights Act 1998.

7. Staff leadership and professional development

- Lead, deploy, develop and support teaching and support staff with proper regard for professional standards, workload, wellbeing, flexible working and a healthy work-life balance.
- Establish rigorous, fair and transparent appraisal and capability arrangements; address underperformance appropriately and recognise effective practice.
- Make teacher-pay recommendations to the relevant body and fulfil the headteacher's responsibilities under the applicable appraisal and pay framework.
- Ensure high-quality, sustained professional development, induction, coaching and succession planning aligned with school, team and individual needs.
- Maintain constructive professional relationships with recognised trade unions, professional associations and employee representatives.

8. Organisation, resources and compliance

- Establish efficient systems, policies, delegations, records and controls that enable the school to operate lawfully, safely and effectively.
- Ensure the effective day-to-day management of the school, promoting a culture of teamwork, collaboration and high professional standards.
- Lead strategic, curriculum-led financial planning and advise the Governing Board on priorities, sustainability, value for money, reserves, procurement and financial risk.
- Ensure sound budget monitoring, probity and compliance with the local authority's Scheme for Financing Schools, Schools Financial Value Standard and applicable financial procedures.
- Ensure effective risk management, business continuity, emergency planning, premises management, health and safety and staff and pupil welfare arrangements.
- Ensure lawful, secure and transparent handling of personal and confidential information in accordance with UK GDPR, the Data Protection Act 2018, records-management requirements, freedom of information duties and school policy.
- Protect the school's information and systems through appropriate cybersecurity, access controls, incident management and staff awareness.

9. School improvement and evaluation

- Lead accurate, evidence-informed self-evaluation and a focused school-improvement plan with measurable priorities, responsibilities, milestones, resources and impact evaluation.
- Use a balanced range of quantitative and qualitative evidence, including pupil and staff voice, outcomes, learning, attendance, behaviour, safeguarding and financial information.
- Build leadership capacity, respond effectively to external review and inspection, and ensure improvement is sustainable rather than compliance-driven.

10. Partnership, governance and accountability

- Build respectful and productive relationships with pupils, parents, carers, the local community, other schools, Durham County Council and statutory and voluntary partners.
- Welcome strong governance and provide the Governing Board with timely, accurate and appropriately contextualised information so that it can set strategy, assure compliance and hold leaders to account.
- Implement lawful Governing Board decisions, maintain clear delegations and promptly report material safeguarding, educational, staffing, financial or operational risks.
- Account openly for decisions, use public funds responsibly and ensure complaints and concerns are handled fairly, lawfully and within published procedures.
- Work towards and report on performance objectives and priorities agreed with the Governing Board.

- Fulfil the professional duties and responsibilities of a Headteacher as set out in the School Teachers' Pay and Conditions Document and other relevant statutory requirements.
- Participate in the appraisal of their own performance and maintain relevant professional knowledge through continuing professional development and engagement with research.

Values and behaviours

To demonstrate and be a role model for the school's values and behaviours to promote and encourage positive behaviours, enhancing the quality and integrity of the service in education we provide.

Communication

To communicate effectively with our pupils, senior leadership team, peers, parents, carers, and partners and to work collaboratively to provide the best possible education. Communication between colleagues, services and partner organisations is imperative in providing the best possible education.

Health, Safety and Wellbeing

To take responsibility for health, safety, and wellbeing in accordance with the schools Health and Safety policy and procedures.

Equality and diversity

To promote a society that gives everyone an equal chance to learn, work and live, free from discrimination and prejudice and ensure our commitment is put into practice. All employees are responsible for eliminating unfair and unlawful discrimination in everything that they do and for having due regard for equality relating to pupils in line with the Public Sector Equality Duty.

Confidentiality

To work in a way that does not divulge personal and/or confidential information and follow the school's policies and procedures in relation to data protection and security of information.

Climate Change

To contribute to our school's responsibility in relation to climate change by considering and limiting the carbon impact of activities during the course of your work, wherever possible.

Performance management

To promote a culture whereby performance management is ingrained, and the highest of standards and performance are achieved by all. Contribute to the school's appraisal processes to ensure continuous learning and improvement and to increase schools' performance.

Quality assurance (for applicable posts)

To set, monitor and evaluate standards at individual, team and school level so that the highest standards of educational outcomes are delivered and maintained. Use data, where appropriate, to enhance the quality of education and support decision making processes.

Management and leadership (for applicable posts)

To provide vision and leadership to inspire and empower all employees so they can reach their full potential and contribute to the school's values and behaviours. Headteachers and leaders must engage in personal development to ensure they are equipped to lead transformational change; always searching for better ways to do things differently to meet school changes and priorities.

Financial management (for applicable posts)

To manage a designated budget, ensuring that the service achieves value for money in all circumstances through the monitoring of expenditure and the early identification of any financial irregularity.

The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by the Governing Board.