



John Betts Primary School Headteacher Job Description – September 2026

This job description should be read alongside, and in conjunction with, the range of professional duties outlined in the Headteacher's Standards (currently 2020) document [Headteachers' standards 2020 - GOV.UK](https://www.gov.uk/government/publications/headteachers-standards-2020) and the current School Teachers' Pay and Conditions Document. Nothing in this description should be perceived as detracting from those documents.

The Headteacher is accountable to the Governing Board for the achievement, conduct, management and administration of the school, subject to any national legislation which may be introduced.

Job Purpose

Provide professional leadership, strategic direction and ambitious vision for the school, securing its continued success, development and ensuring high quality education. They will create a safe and caring environment promoting and safeguarding the welfare of all pupils and staff.

Responsibilities

School culture

- Establish and sustain the school's positive ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- Create a culture where pupils experience a positive and enriching school life, one in which they are happy and thriving.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.

Quality of Education and School Improvement

- Work with the Governors to develop and communicate a clear, ambitious and strategic vision for the successful development of the school.

- Motivate and inspire others to carry this vision forward, empowering all students and staff to excel
- Demonstrate and articulate high expectations, setting aspirational targets for all.
- Promote positive and respectful relationships with all members of the school community.
- Lead curriculum development and innovation, ensuring a creative, inspiring curriculum which meets the needs of all learners from all backgrounds, whilst also fulfilling statutory requirements.
- Promote an inclusive school.
- Ensure the implementation of effective intervention and support programmes, the impacts of which are regularly reviewed and evaluated.
- Implement strategies that continue to promote high standards of behaviour and attendance, maintaining a calm and happy learning environment.
- Ensure the highest quality of teaching and learning
- Ensure a culture of staff professionalism, maintaining effective strategies and procedures for staff induction, professional development and performance review.
- Ensure that the safety, education and interests of children are at the centre of everything.

Leadership & Management

- Provide the leadership and management which enables the school to give every student high quality education and which promotes the highest possible standards of achievement, personal development and well-being.
- Ensure that the highest priority is given to promoting and safeguarding the welfare of children.
- Model the values and vision of the school.
- Translate the school vision into agreed objectives and operational plans.
- Embrace the positives of using technology to enhance learning, whilst using rigorous approaches to minimise risk.
- Ensure there is a well-planned and thorough annual cycle of assessment, monitoring and evaluation across the school; continuously review strategies to ensure that the highest standards of teaching and learning are maintained.
- Ensure staff are deployed and managed effectively, with attention paid to workload and retention.
- Prioritise and allocate financial resources appropriately, ensuring efficiency and effectiveness within the context of the annual budgetary cycle, being mindful of the use of public funds.
- Ensure that the school resources are managed sustainably and deployed in the best interests of our children and the school community.
- Support the school in securing additional resources to aid school improvement.
- Ensure that policies and practices take account of national and local circumstances and initiatives.

- Manage the school on a day-to-day basis ensuring that policies, including safeguarding and Health & Safety, are fully adhered to.
- Ensure relevant GDPR and data protection legislation is practised consistently.
- Regularly review own practice, set personal targets and take responsibility for own professional and personal development.

Additional and special educational needs and disabilities

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

Promotion of School & Community

- Sustain an ethos and culture within the context of the school's vision, which embraces the richness and diversity of the local and wider communities.
- Collaborate with other agencies to promote the academic, moral, social, emotional and cultural well-being of children and their families.
- Maintain and develop effective partnerships with parents and carers to support and improve children's achievement and personal development.
- Use innovative strategies to market the school and raise its profile within the community.
- Develop an organisation in which staff recognise that they are accountable for the success of the school.

Safeguarding

- Ensure that all safeguarding policies and practices fully meet the latest national guidelines and are published as required.
- Ensure all staff and governors are fully trained and aware of their responsibilities.
- Co-operate and work with relevant agencies to protect children.
- Continually update own knowledge and skills.
- Ensure effective supervision and security of the school environment, including digitally.
- Ensure the school is compliant with relevant and current Health & Safety procedures.
- Ensure the school is compliant with relevant and current Safer Recruitment procedures.

- Model and articulate effective safeguarding at all times, maintaining a safe and secure school.

Governance

- Work closely and in partnership with the governing board to enable it to meet its statutory responsibilities.
- Establish and maintain appropriate working relationships with the school's Governing Board and the Local Authority.
- Ensure there are effective and accurate reporting systems to the school's Governing Board and the Local Authority (as necessary) on all matters relevant to the discharge of the school's responsibilities



John Betts Primary School Headteacher Person Specification – January 2026

John Betts is a thriving primary school with a strong ethos, dedicated staff and a supportive community. The Governing Board are looking for an inspirational and resilient leader who is committed to ensuring every child flourishes. Candidates will be expected to show:

- **Inspirational Leadership** : a clear and compelling vision for education, combined with the ability to inspire, motivate, empower, and lead a diverse school community, enabling all members to flourish and succeed.
- **Visionary Thinking**: the ability to think strategically, anticipate future challenges, and introduce innovative approaches that positively challenge existing practice while remaining firmly rooted in the school's core values.
- **Empathy and Integrity**: a compassionate, fair, and decisive leader who acts with honesty and authenticity, building trust and fostering strong, respectful relationships across the school community.
- **Commitment to Inclusivity**: a strong dedication to equality of access and opportunity, ensuring that every pupil—regardless of background or ability—receives an outstanding education and is supported to thrive.
- **Continuous Improvement**: a commitment to ongoing personal and organisational development, with a clear focus on driving sustained improvement and positive change throughout the school.

The following outlines the key skills and experience we are looking for in the Headteacher of John Betts Primary School. The selection panel will assess each candidate against the criteria, expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in the school context.

Please ensure when completing your application that you only address the relevant criteria as indicated below. The supporting statement should be no more than **1300 words**.

| Qualifications and Training | Essential/ Desirable | Application Form | Interview |
|--|-------------------------|---------------------|-----------|
| 1. Degree and Qualified Teacher Status. | E | Y | |
| 2. National Professional Qualification or other relevant professional qualification or evidence of research-based study. | D | Y | |
| 3. Appropriate Child Protection training. | E | Y | |
| 4. Designated Safeguarding Lead training successfully undertaken | D | Y | |

| Experience | Essential/ Desirable | Application Form | Interview |
|---|-------------------------|---------------------|-----------|
| 5. A proven record of outstanding primary school teaching. | E | Y | Y |
| 6. At least three years of proven successful leadership as a Headteacher, Head of School or Deputy Head. | E | Y | Y |
| 7. Evidence of successfully inspiring, implementing, managing and evaluating innovative change in a constructive and sensitive way. | E | Y | Y |
| 8. Strong financial planning and management skills with experience of making effective use of resources, including the pupil premium. | E | N | Y |

| School Culture | Essential/ Desirable | Application Form | Interview |
|--|-------------------------|---------------------|-----------|
| 9. The ability to think strategically and take the leading role in developing, building on and communicating the school's vision and strategic plan in a way that inspires and motivates the whole school community. | E | Y | Y |
| 10. The ability to build effective senior leadership team that is engaged, accountable and open, and shares responsibility for the leadership of the school | E | Y | Y |
| 11. Proven record of inspiring, enabling and motivating others, promoting positive and respectful relationships across the school and the community it serves | E | Y | Y |
| 12. A clear understanding of and commitment to promoting and safeguarding the welfare of children and reinforcing a culture of safeguarding throughout the school community. | E | Y | Y |

| Teaching, Curriculum and Assessment | Essential/ Desirable | Application Form | Interview |
|--|-------------------------|---------------------|-----------|
| 9. A strong grasp of the qualities that define exceptional teaching and learning, along with the skill to foster a culture where the pursuit of excellence is at the heart of the school's activities. | E | Y | Y |
| 10. Proven experience of leading highly successful whole school initiatives that have impacted positively on pupil attainment | E | Y | Y |
| 11. Substantial knowledge and experience of evidence-based curriculum leadership and development, including a clear grasp of recent changes and the opportunities that the wider curriculum provides for all pupils. | E | Y | Y |
| 12. Ability to analyse and interpret data related to school improvement and evaluate its impact on children's long-term learning. | E | Y | Y |
| 13. Recognises the value of extracurricular learning; places a premium on creative, expressive and active provision, and demonstrates how this has been used to ensure the development of all children. | E | N | Y |

| Additional and Special Educational Needs and Disabilities | Essential/ Desirable | Application Form | Interview |
|--|---------------------------------|-----------------------------|------------------|
| 14. Ensure the school fulfils its statutory duties with regard to SEND code of practice and has ambitious expectations for all pupils with additional needs and special educational needs and disabilities alongside a culture that enables them to learn effectively. | E | Y | Y |
| 15. Commitment to the promotion of equality of access, inclusion, diversity and opportunity for both staff and children. | E | N | Y |

| Behaviour and Attendance | Essential/ Desirable | Application Form | Interview |
|---|---------------------------------|-----------------------------|------------------|
| 16. Evidence of implementing a range of effective strategies which maintain and improve exemplary behaviour standards, including pupils learning dispositions, attendance, and punctuality. | E | Y | Y |

| Continuous School Improvement and Professional Development. | Essential/ Desirable | Application Form | Interview |
|---|---------------------------------|-----------------------------|------------------|
| 17. The ability to build on current strengths and initiatives and ensure a smooth transition that delivers continuous improvement while protecting the unique culture of our school. | E | Y | Y |
| 18. A clear understanding of and knowledge of current issues in education and evidence of embracing, implementing and embedding new approaches/technologies which are relevant to teaching and learning | E | Y | Y |
| 19. Proven experience of developing and empowering staff to improve teaching and learning practices through training, coaching and research-based practices | E | Y | Y |
| 20. Proven experience of having high expectations of staff, the ability to evaluate their performance and to tackle any underperformance robustly. | E | N | Y |

| Working in partnership/Governance and Accountability | Essential/ Desirable | Application Form | Interview |
|--|---------------------------------|-----------------------------|------------------|
| 20. Ability to build and maintain strong relationships with stakeholders, such as governors, parents, school partners, and other organisations to enhance outcomes for children. | E | Y | Y |
| 21. Ability to work closely with governors to deliver the strategic vision for the successful development of the school. | E | N | Y |

| Personal Qualities and Attributes | Essential/ Desirable | Application Form | Interview |
|--|---------------------------------|-----------------------------|------------------|
| 22. Deals effectively with pressure; is calm and level-headed, and remains optimistic, persistent, and resilient, even under adversity. | E | N | Y |
| 23. Self-motivated with a high level of organisational skills and the ability to prioritise workload effectively; and can delegate to other leaders. | E | N | Y |
| 24. Excellent written and verbal communication skills. | E | Y | Y |

| | | | |
|--|----------|----------|----------|
| 25. Demonstrates a high standard of interpersonal, communication and presentation skills and fosters an open and fair culture; is sensitive and manages conflict effectively. | E | Y | Y |
| 26. Is approachable, visible and warm with all stakeholders, especially children; and balances that warmth by setting and maintaining high expectations, standards, and clear boundaries | E | N | Y |

| Other | Essential/ Desirable | Application Form | Interview |
|--|---------------------------------|-----------------------------|------------------|
| 27. Must be legally entitled to work in the UK | E | Y | N |
| 28. No contra- indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients. | E | Y | N |

John Betts Primary School is committed to the protection and safeguarding of children and young people in our recruitment procedures and in all our work across and beyond school. The school fully adheres to statutory guidelines in respect of safer recruitment,
All offers of appointment are conditional until the satisfactory completion of the mandatory pre-employment checks.