

Head Teacher

Job purpose including main duties and responsibilities

In addition to the General Professional duties set out in the School Teachers' Pay and Conditions Document the following duties are attached to the post of Head Teacher.

Main objectives of the post

The Head Teacher is the second tier professional in the school.

Working with the Chief Executive Officer (CEO), Regional Director (RD) and the Governing Body, the Head Teacher is responsible for providing vision, leadership and direction for the continuing improvement of the school.

The Head Teacher is responsible for ensuring that learning and teaching are highly effective and that all pupils achieve their maximum potential by:

- Ensuring all policies and procedures are followed in all The Pioneer Schools
- Monitoring across the whole school of planning, marking and progress
- Continuous improvement of teaching and learning under the direction of the CEO and RD
- Taking the lead and raising standards
- Maintaining and improving a structured learning environment
- Ensuring and improving a rigorous and challenging curriculum
- Ensuring equality of opportunities for all
- Ensuring all relevant legislation is complied with
- Maintain positive relationships with parents and carers of pupils
- Taking the lead to improve and maintain high standards of pupil behaviour
- Tracking performance of all groups of pupils
- Ensure financial regulations are met
- Performance Management of Senior Leadership Team and other staff
- Conduct all pupil progress reviews to ensure they are rigorous and have high impact on pupil progress
- Set all school budgets with the CEO, RD and school finance personnel

Qualities and knowledge

1. Hold, articulate and promote clear values and moral purpose, in line with the Trust's vision and expectations, focused on providing a world-class education for the pupils they serve.
2. Foster 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. Develop and disseminate a current knowledge and understanding of education, the curriculum 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.

Pupils and staff

1. Create and enforce a clear and rigorous expectation to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
2. 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.
3. Secure excellent teaching and learning 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.
4. 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.
5. Create a coaching ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
6. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
7. Hold all staff to account for their professional conduct and practice.

Systems and Process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, whilst in line with the Trust's agreed systems and processes, 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. 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. 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.
6. Manage and organise accommodation efficiently and effectively to ensure that all school buildings meet the needs of the curriculum and health and safety regulations.
7. 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.
8. Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities, and ensure systems are in place for the effective administration and control of school budgets.

9. Hold weekly meetings with the School Business Manager and/or Finance Manager, and the Site Manager.

Self-improving school system

1. Create outward-facing schools which work with other schools and organisations - in 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, external to the school, to improve academic and social outcomes for all pupils.
3. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
4. Inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Key Accountabilities

1. Take responsibility for Child Protection and Safeguarding as part of the school's safeguarding team and as Deputy DSL.
2. Work in partnership with the CEO, RD and other Trust executives.
3. Identify colleagues' professional needs, as well as administer and manage performance management for a team in the school.
4. Contribute to a clear and soundly based educational vision, ethos and direction that promote and support pupil's learning and their spiritual, moral, social and cultural development.
5. Give support and guidance to all staff in the execution of their duties, including managing induction, probation and staff appraisals.
6. Share responsibility for whole staff planning.
7. Meet as arranged and / or as necessary with the CEO, RD or other Trust executives.
8. Organise and coordinate the school's timetables, rotas and staffing needs on a daily basis.
9. Lead meetings of the Leadership team (weekly), the Governing Body and any other operational and/or strategic meetings.
10. Contribute to agendas and meetings of the Governing Body, including writing termly reports.
11. Take responsibility for daily discipline, sanctions and behaviour management in the school.
12. Act as the key coordinating professional in the event of the fire alarm being sounded.
13. Coordinate fixed and permanent exclusions including the organisation of disciplinary and appeal hearings in partnership with the Governing Body (with reference to the CEO).
14. Manage the upkeep and maintenance of the site on a day to day basis in partnership with the Site Manager/Caretakers.
15. Coordinate, administer and the enactment of the monitoring, evaluation and review schedule.
16. Undertake such other duties, commensurate with the post, as may from time to time be assigned by the CEO, RD or the Governing Body.
17. Liaise with parents through letters and meetings where appropriate.
18. Delegate tasks to other senior staff as necessary.

19. Take responsibility for all staff discipline, including informal/formal procedures, where necessary.
20. Write the School Development Plan, under RD guidance.
21. Write the School Evaluation Plan, under RD guidance.
22. Ensure effective implementation of the School Development plan so that its impact is reflected in all year group data (especially end of key stage data).
23. Follow finance regulations by signing off school cheques.
24. Working with other Deputy Headteachers/Headteachers within the Trust to support the professional development of others.
25. Assist in coordinating cross academy interventions.
26. Responsible for the maintenance and cleanliness of the kitchen, ensuring H & S compliance and high level daily standards are met

HEADTEACHER

PERSONAL SPECIFICATION

Qualifications and training	E/D	Stage
Qualified Teacher Status	E	AF, C
National Professional Qualification for Head Teachers (NPQH) or equivalent	D	AF, C
Evidence of continued professional development	E	AF, C, I

Experience, Knowledge and Skills	E/D	Stage
Senior Leadership experience as Head or Head of School at EYFS, KS1 and/or KS2	E	AF, I, R
Experience of successfully initiating, implementing, leading and evaluating change and development, including managing conflict and empower all stakeholders in the school	E	AF, I, R
Able to communicate and model vision and values both within and beyond the school	E	AF, I, R
Proven ability to understand and discuss local, national and global trends in primary education	E	I
Experience of setting and achieving ambitious, challenging goals and targets	E	AF, I, R
Able to demonstrate ability to implement strategies for raising achievement and achieving excellence for pupils, staff and self	E	AF, I, R
Proven ability to lead curriculum design and management	E	AF, I, R
Able to use data and a range of evidence, such as performance data and external evaluations, to monitor progress in pupil learning and improve key aspects of school development, including challenging poor performance.	E	AF, I, R
Knowledge of the statutory requirements of legislation concerning Equal Opportunities, Health and Safety, Inclusion and Child Protection	E	AF, I, R, C
An understanding of and practice of inclusion so that all have the opportunity to be the best they can be	E	AF, I, R
An understanding of how to promote the achievement of disadvantaged pupils with evidence of impact	E	AF, I, R
An understanding of the management of behaviour and attendance	E	AF, I, R
Ability to create policies, through informed decision making, consultation and informed judgements	E	AF, I, R
Experience of giving and receiving effective feedback and acting to improve personal performance, including leading professional development with measurable outcomes on pupil attainment	E	AF, I, R
Knowledge of strategic financial planning, budgetary management and application of the principles of best value	E	AF, I, R
Knowledge of the wider community beyond school and the opportunities it provides for pupils and the school community	D	AF, I

Experience of liaising with Governors, with an understanding of the role of an effective Governing Board	E	AF, I, R
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Personal Attributes	E/D	Stage
A commitment to safeguarding and promoting the wellbeing of children	E	AF, I, R, C, D
A commitment to equality and inclusion	E	AF, I, R
Professional, honest and loyal	E	AF, I, R
Resilient, flexible and open to change	E	AF, I, R
An ability to stay calm under pressure	E	AF, I, R
An ability to think strategically and creatively	E	AF, I, R
Able to develop strong interpersonal relationships	E	AF, I, R
Able to demonstrate ability to collaborate and network with others within and beyond the school	E	AF, I, R

Special Requirements	E/D	Stage
Be able and willing to work outside normal hours, if required, in order to meet the demands of the role	E	AF, I, R
Suitability to work with children	E	AF, I, R, D
Enhanced DBS Check	E	C, D

KEY

E/D	Essential or Desirable
AF	Application Form
C	Certificate
I	Interview
R	Reference
D	Disclosure