

SURREY STREET PRIMARY SCHOOL

JOB DESCRIPTION FOR HEAD TEACHER

The School Teachers' Pay and Conditions of Service Document sets out details of the role and responsibilities of the Head Teacher.

JOB TITLE: Head Teacher
GRADE: Leadership Group ISR L20 – L26

JOB PURPOSE: To provide professional leadership and management of the school, its pupils, its staff and its premises, which will promote a secure foundation from which to achieve high standards in all areas of the school's work.

RESPONSIBLE TO: The Governing Body

MAIN DUTIES AND RESPONSIBILITIES:

1. Work with the Governing body and other key stakeholders to ensure the school vision and values are clearly articulated, shared, understood and acted upon effectively by all. Lead by example, demonstrating the vision in everyday work and practice, providing the inspiration and motivation to create a shared culture and positive climate.
2. Promote excellence, equality and high expectations of all pupils, and the wider school community, ensuring a consistent and continuous school wide focus on pupils' well-being, achievement, and attainment with learning at the centre of strategic planning and resource management.
3. Manage the school's human resources effectively and efficiently to achieve the school's education goals and priorities, monitoring, evaluating and reviewing on an ongoing basis. To oversee the operating of the school budget to include ordering, payment of bills and checking computer statements.
4. Implement a framework of effective evaluation, assessment and performance management which engages the whole school community in improvement and measurement of improvement. To be responsible for setting appropriate priorities for expenditure within a balanced budget, allocating funds and ensuring effective financial and administrative control.
5. Take a strategic role in the development of new and emerging technologies to extend and enhance the learning experience of pupils and the wider school community, actively engaging with other schools to build effective learning communities.
6. Ensure the school embraces the modernisation of an integrated Children's Service, demonstrated within the school workforce on an ongoing basis, developing roles and people to ensure the most effective deployment and development of all workers, effective performance management and pay strategies which reflect skills and contribution, whilst adhering to equal pay legislation. Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities. Manage own workload and that of others to allow an

appropriate work-life balance.

7. Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
8. Build a school culture and curriculum that takes account of the richness and diversity of the school's communities to ensure the highest quality of teaching and learning. Exercise responsibility for ensuring fair and equal treatment of all stakeholders.
9. Consult and involve staff in decision-making as appropriate in order to encourage a sense of ownership and involvement in the school.
10. Exercise responsibility for ensuring that measures are actively adopted and monitored for maintaining a safeguarding culture. Ensure the school complies with all aspects of Safer Recruitment, making appropriate checks and keeping appropriate records.
11. Regularly review own practice, set personal targets and take responsibility for your own professional development. Exercise responsibility for ensuring that all new employees receive an induction programme and are properly inducted in the school's policies and procedures, specifically those relating to child protection and safeguarding children.
12. Fulfil all commitments arising from the contractual accountability to the Governing Body, including the development and presentation of a coherent, understandable and accurate account of the school's performance to and on behalf of governors.

DIMENSIONS

Supervisory Management: **Currently 29 Teachers and 61 Support Staff**
Financial Resources: **Currently £2.4 million budget**

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (previously CRB).

PERSON SPECIFICATION FOR HEAD TEACHER

Attributes	Essential	How Measured	Desirable	How Measured
Qualifications	<p>Qualified Teacher Status or Post Graduate Certificate of Education.</p> <p>Evidence of relevant continuing professional development in an accredited area of training or leading to a further professional qualification.</p>	<p>1,4</p> <p>1,2,4</p>	<p>Degree</p> <p>NPQH</p>	<p>4</p>
Experience	<p>Management position and responsibilities within a primary phase context, with proven experience of the creation of effective teams.</p> <p>Teaching across age range or phase of school and an exemplar teaching practitioner and role model.</p>	<p>1,2</p> <p>1,2</p>	<p>Currently employed on the Leadership Grade.</p> <p>Experience of working in partnership with other schools</p> <p>Experience of working with children with special educational needs.</p> <p>Experience of teaching in a multi-cultural environment.</p> <p>Experience of teaching pupils for whom English is not their first language.</p>	<p>2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>
Knowledge/Skills/Ability	<p>Demonstrable ability to improve the quality of learning and teaching including by the effective use of new technologies.</p> <p>Understanding of principles, and demonstrable ability to apply school improvement strategies.</p> <p>Demonstrable ability to access, analyse and interpret pupil performance data to monitor progress and identify areas for improvement</p> <p>Demonstrable ability to motivate, develop and inspire staff and to manage change to support whole school improvement, including by the effective use of performance management</p> <p>Ability to articulate a clear vision for the school, develop coherent strategies to support this vision, create consensus and lead implementation of plans and monitor, evaluate and review their effects.</p> <p>Ability to communicate effectively with pupils, parents, partners and governors</p> <p>Ability to embrace and develop inclusion and diversity</p>	<p>1, 2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>1,2</p>		

Attributes	Essential	How Measured	Desirable	How Measured
	<p>Ability to manage and make effective use of resources, including financial resources.</p> <p>Ability to assimilate and analyse information and make effective judgements including when under pressure</p> <p>Ability to be an effective member of the school team and provide appropriate leadership</p>	<p>1,2</p> <p>1,2</p> <p>1,2,3</p>		
Competencies	<p>Ability to keep pupils and staff safe. This includes demonstrating the following:</p> <p>Appropriate motivation to work with children</p> <p>Ability to form appropriate relationships with children</p> <p>Emotional resilience in working with challenging behaviours</p> <p>Appropriate attitudes to use of authority and maintaining discipline.</p>	1, 2		
School-Specific	<p>Commitments to the removal of barriers to learning that are presented by disadvantage and deprivation.</p> <p>Experience of working with vulnerable children and families</p>	<p>1, 2</p> <p>1,2</p>	<p>A commitment to engaging parents and other stakeholders in order to ensure that the school is seen as being at the heart of our community.</p> <p>Experience of and ability to manage extended day activities.</p>	1,2

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

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