

JOB DESCRIPTION AND PERSON SPECIFICATION



EMPLOYMENT DETAILS	
JOB TITLE:	Headteacher (Dartford Bridge Community Primary School)
GRADE:	Leadership Scale, L17 - 22
ALL STAFF RESPONSIBILITIES:	<ul style="list-style-type: none"> To live our values of collaboration, citizenship, sustainability and achievement. To follow our schools' and Trust's policies and procedures. To value lifelong learning and develop skills and knowledge. To adhere to the highest level of safeguarding and child protection.
MAIN PURPOSE OF THE ROLE:	To provide inspiring, strategic and professional leadership that secures high-quality teaching, excellent outcomes, and a safe, ambitious and inclusive environment for all pupils, while leading staff, managing resources effectively, and driving continuous school improvement.
RESPONSIBLE TO:	Executive Team

MAIN RESPONSIBILITIES	
SCHOOL CULTURE	<ul style="list-style-type: none"> Establish and sustain the school's ethos and strategic direction, in partnership with those responsible for governance and through consultation with the school community. Ensure the school's ethos and strategic direction is in line with the values and vision of the MAT. Create a culture where pupils experience a positive and enriching school life. 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. Ensure cradle to career methodology and practices are integrated and embedded in school culture
WHOLE SCHOOL STRATEGY	<ul style="list-style-type: none"> Provide overall strategic leadership and, alongside others, lead, develop and support the strategic direction, vision, values and priorities of the school. Ensure the MAT's strategic direction, vision and values are reflected in the school. Establish, oversee and evaluate systems, processes and policies that enable the school to operate effectively and efficiently. Produce and implement improvement plans and policies that benefit the development of the school and the MAT. Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers



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<p>SEND AND ADDITIONAL NEEDS</p>	<ul style="list-style-type: none"> • Implement consistent, fair and respectful approaches to managing behaviour. • Ensure the school holds ambitious expectations for all pupils with SEND and additional needs. • Establish and sustain culture and practices that enable pupils with SEND and additional needs to access the curriculum and learn effectively. • Ensure the school works effectively in partnership with parents and professionals to identify the additional needs and SEND of pupils, and ensure support and adaptation are provided where appropriate. • Ensure the school fulfils its statutory duties with regards to the SEND code of practice. • Ensure that adults within the school model and teach the behaviour of a good citizen.
<p>MANAGEMENT OF STAFF AND RESOURCES</p>	<ul style="list-style-type: none"> • Lead, manage and develop staff members, including appraising and managing their performance. • Develop clear arrangements for linking appraisal to pay progression and advise the Board of Trustees on pay recommendations for teachers. • Organise and deploy resources within the school. • Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds. • Promote harmonious working relationships within the school. • Maintain relationships with organisations representing staff members, e.g. unions. • Ensure staff are deployed and managed well with due attention paid to workload. • Ensure resources are managed in line with the MAT's policies and procedures.
<p>PROFESSIONAL DEVELOPMENT</p>	<ul style="list-style-type: none"> • Promote the participation of staff in relevant CPD. • Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs. • Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the 'Standards for teachers' professional development'. • Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning. • Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other staff members. • Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.



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<p>ETHICS AND PROFESIONAL CONDUCT</p>	<ul style="list-style-type: none"> • Take responsibility for their own CPD, engaging critically with Education research. • Uphold and demonstrate the Seven Principles of Public Life at all times – selflessness, integrity, objectivity, accountability, openness, honesty and leadership. • Uphold public trust in school leadership and maintain high standards of ethics and behaviour. • Build relationships rooted in mutual respect and observe proper boundaries appropriate to their position. • Show tolerance of, and respect for, the rights of others, recognising differences and respecting cultural diversity. • Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. • Ensure that personal beliefs are not expressed in ways which exploit their position or pupils’ vulnerability or which might lead pupils to break the law. • Serve in the best interests of the school’s pupils. • Conduct themselves in a manner compatible with their influential position in society by acting ethically. • Uphold their obligation to give account and accept responsibility. • Know, understand and act in line with the relevant statutory frameworks which set out their professional duties and responsibilities. • Make a positive contribution to the wider education system.
<p>GOVERNANCE AND ACCOUNTABILITY</p>	<ul style="list-style-type: none"> • Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility. • Establish and sustain professional working relationship with those responsible for governance. • Ensure that staff know and understand their professional responsibilities and are held to account. • Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

- This job description outlines the duties of the post at the time of publication.
- The post holder may be asked to carry out other reasonable duties without changing the role's general responsibilities.
- Priorities will be reviewed annually through performance management.

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PERSON SPECIFICATION	
Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> • Qualified teacher status (QTS) • A degree level qualification or equivalent • Further relevant professional and/or academic study and evidence of CPD 	<ul style="list-style-type: none"> • Knowledge of current issues in Education • A relevant leadership qualification such as NPQH • Knowledge of Cradle to Career methodology
Skills and experience	
Essential	
<ul style="list-style-type: none"> • At least <u>three</u> years of proven strong, successful leadership and management experience in a school. • Evidence of demonstrating a strategic leadership style that is characterised by integrity, creativity, resilience and clarity. • Experience of implementing, managing and evaluating change in a collaborative way. • Experience of raising standards that have impacted positively on pupils and teaching and learning. • Significant experience of evaluating and using data to plan and improve pupil outcomes. • Experience of making effective use of funding and other resources. • Strong financial planning and management skills. • Excellent communication skills and proven ability to listen to, understand and work effectively with the school community. 	
Knowledge	
Essential	
<ul style="list-style-type: none"> • An understanding of how to empower pupils and staff to excel. • A clear understanding of what makes good and outstanding teaching through a deep understanding of how pupils learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work. • An understanding of how to create whole-community accountability systems and implement them with the support of the SLT to combine data from a range of sources to maximise the achievement of pupils. • A clear understanding of and commitment to promoting safeguarding pupils. • Knowledge and understanding of the statutory frameworks which set out their professional duties and responsibilities. 	

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Personal traits
The successful candidate will be
<ul style="list-style-type: none"> Demonstrate optimistic personal behaviour. Be able to build positive relationships rooted in mutual respect. Have a commitment to valuing, supporting and encouraging the professional development of all staff. Be able to build and nurture a strong, positive and collaborative team culture that enables all staff to carry out their roles to the highest standard and for all staff to work together to deliver school improvement. Be committed to building and maintaining effective and positive relationships with parents, Trustees and the wider school community. Be able to inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives. Be able to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level. Show tolerance and respect for the rights of others, recognising differences and cultural diversity, while upholding the fundamental British values. Ensure that their personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead to pupils breaking the law.
Additional requirements
The successful candidate will have
<ul style="list-style-type: none"> Evidence of an enhanced DBS check, or willingness to undertake one. Suitable references from their previous employer.

→ Signed:	Date:
Name:	School: