



# Headteacher

## Job Description

|                       |                    |              |              |
|-----------------------|--------------------|--------------|--------------|
| <b>Job Title:</b>     | <b>Headteacher</b> |              |              |
| <b>Salary:</b>        | <b>L15 – L19</b>   | <b>Hours</b> | <b>1 FTE</b> |
| <b>Contract Type:</b> | <b>Permanent</b>   |              |              |
| <b>Reporting to:</b>  | <b>Headteacher</b> |              |              |

### Main Purpose:

The headteacher will:

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented
- Monitor progress towards achieving the school's aims and objectives
- Allocate financial resources appropriately, efficiently and effectively

The Headteacher will also be expected to fulfil the professional responsibilities, as set out in the School Teachers' Pay and Conditions Document (STPCD).

### Qualities:

The Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils
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| <b>Duties and responsibilities</b>  |   |
|---|---|
| <b>1. School culture and behaviour</b>                                    |   |
| <b>1.1</b>  | Uphold ambitious educational standards in order to prepare pupils from all backgrounds for their next phase of education and life.                                      |
| <b>1.2</b>  | Create a culture where pupils experience a positive and enriching school life   |
| <b>1.3</b>  | Ensure a culture of staff professionalism.  |
| <b>1.4</b>  | Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school |
| <b>1.5</b>  | Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy  |
| <b>1.6</b>  | Uphold the Christian distinctive ethos of the school.   |
| <b>2. Teaching, curriculum and assessment</b>                             |   |
| <b>2.1</b>  | Establish and sustain high-quality teaching across all subjects and phases, based on evidence   |
| <b>2.2</b>  | Ensure teaching is underpinned by subject expertise   |
| <b>2.3</b>  | Effectively use formative assessment to inform strategy and decisions   |
| <b>2.4</b>  | Ensure the teaching of a broad, structured and coherent curriculum  |
| <b>2.5</b>  | Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities                                  |
| <b>2.6</b>  | Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum   |
| <b>2.7</b>  | Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read   |
| <b>3. Additional and special educational needs (SEN) and disabilities</b> |   |
| Under the direction of the Headteacher, the deputy headteacher will:      |   |
| <b>3.1</b>  | Promote a culture and practices that enables all pupils to access the curriculum  |
| <b>3.2</b>  | Have ambitious expectations for all pupils with SEN and disabilities  |
| <b>3.3</b>  | Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate         |
| <b>3.4</b>  | Make sure the school fulfils statutory duties regarding the SEND Code of Practice.  |
| <b>4. Manage the school</b>   |   |
| <b>4.1</b>  | Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community                   |
| <b>4.2</b>  | Establish and oversee systems, processes and policies so the school can operate effectively   |
| <b>4.3</b>  | Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care   |
| <b>4.4</b>  | Manage staff well with due attention to workload  |
| <b>4.5</b>  | Ensure rigorous approaches to identifying, managing and mitigating risk   |
| <b>4.6</b>  | Allocate financial resources appropriately, efficiently and effectively   |
| <b>4.7</b>  | Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context     |
| <b>4.8</b>  | Make sure these school improvement strategies are effectively implemented   |

|   |   |
|---|---|
| <b>5. Professional Development</b>                              |   |
| <b>5.1</b>  | Ensure staff have access to appropriate, high standard professional development opportunities                                   |
| <b>5.2</b>  | Keep up to date with developments in education  |
| <b>5.3</b>  | Ensure training and continuing professional development is effectively planned, delivered and evaluated                         |
| <b>5.4</b>  | Seek training and continuing professional development to meet the needs of all staff members                                    |
| <b>6. Governance, accountability and working in partnership</b> |   |
| <b>6.1</b>  | Understand and welcome the role of effective governance, including accepting responsibility                                     |
| <b>6.2</b>  | Ensure that staff understand their professional responsibilities and are held to account  |
| <b>6.3</b>  | Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties |
| <b>6.4</b>  | Work successfully with other schools and organisations  |
| <b>6.5</b>  | Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils          |

| <b>Employee responsibilities</b>   |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Be committed to the safeguarding and promotion of the welfare of children and young people</li> <li>● Comply with the policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, equal opportunities, reporting all concerns to an appropriate person</li> <li>● Take appropriate action to identify, evaluate and minimise any risks to health, safety and security in the school working environment</li> <li>● Ensure all tasks are carried out with regard to Health and Safety</li> <li>● Adhere to the overall ethos/work/aims of the school: <ul style="list-style-type: none"> <li>○ Promote the agreed vision and aims of the school</li> <li>○ To set an example of personal integrity and professionalism</li> </ul> </li> <li>● Establish constructive relationships and communication with all staff and other agencies/professional</li> <li>● Recognise own strengths and areas of expertise and use these to advise and support others</li> <li>● Participate in training and other learning activities and performance development as required</li> <li>● Any other duties as commensurate within the grade in order to ensure the smooth running of the school</li> <li>● To act at all times in a manner appropriate to the seniority of the post.</li> </ul> |  |

| Supervision received             |   |
|----------------------------------|---|
| Supervising officer's job title: | <b>CEO of Fioretti Trust</b>  |
| Level of Supervision:            | <del>1. Regularly supervised with work checked by supervisor</del><br><del>2. Left to work within established subject to scrutiny by supervisor</del><br>3. Plan own work to ensure the meeting of defined objectives |

| Supervision given |                       |              |  |
|-------------------|-----------------------|--------------|--|
| Post title:       | <b>Class Teachers</b> |              |  |
| Grade:            | MPS & UPS             | No of posts: |  |

**Notes:**

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that this postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher:

This job description may be amended at any time in consultation with the postholder.

**Signed:** \_\_\_\_\_  
**Name:** \_\_\_\_\_  
**Date:** \_\_\_\_\_



## Person Specification

| Criteria             | Qualities   | Method of assessment |
|----------------------|---|----------------------|
| Qualifications       | Qualified teacher status  | AF / C               |
|                      | Degree  | AF / C               |
|                      | NPQH (or working towards)   | AF / C               |
|                      | GCSE English and Maths (grades A*-C) or equivalent  | AF / C               |
| Experience           | Successful leadership and management experience in a school (minimum of 3 years)  | I / AF               |
|                      | Teaching experience (minimum of 6 years)  | I / AF               |
|                      | Involvement in school self-evaluation and development planning  | I                    |
|                      | Demonstrable experience of successful line management and staff development   | I / AF               |
|                      | Knowledge, understanding and ability of leading EYFS  | I / AF               |
| Skills and knowledge | An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by <b>Part 7 of the Immigration Act 2016</b> | AF / I               |
|                      | Data analysis skills, and the ability to use data to set targets and identify weaknesses  | I                    |
|                      | Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve                        | I                    |
|                      | Understanding of school finances and financial management   | I                    |
|                      | Effective communication and interpersonal skills  | I / T / AF           |
|                      | Ability to communicate a vision and inspire others  | I / T                |
|                      | Ability to build effective working relationships  | I / T                |
|                      | Knowledge of SEN Code of Practice   | I / AF               |
| Personal qualities   | Commitment to promoting the ethos and values of the school and getting the best outcomes for all pupils   | I                    |
|                      | Commitment to uphold the 7 principles of public life (the Nolan principles) at all times  | I                    |
|                      | A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the trust and school                                     | I                    |

|  |  |   |
|--|--|---|
|  | Commitment to acting with integrity, honesty, loyalty and fairness to safeguard the assets, financial probity and reputation of the school | I |
|  | Ability to work under pressure and prioritise effectively  | I |
|  | Commitment to maintaining confidentiality at all times   | I |
|  | Commitment to safeguarding and welfare of pupils, and equality   | I |
|  | Deals with difficult situations effectively  | I |
|  | Embraces change well   | I |
|  | DBS Clearance  |   |

AF – Application form

C – Certificate

I – Interview

T – Test or exercise

P - Presentation

