**St Matthew’s CE Primary School and Nursery**

**Head Teacher Job Description and Person Specification**

**Post title:** Headteacher– Primary

**School:** St Matthew's C of E Primary School and Nursery, Bradford

Ages 3-11 and Two Form Entry School

**Pay range:** L17- L24

**Line manager:**  Governors

**Supervisory responsibilities:** All Staff

|  |
| --- |
| **Job Description** |

|  |
| --- |
| **Core Purpose:** |
| * Take the lead role on working with the Governors to develop a collaborative school vision, which embraces excellence, high standards and inclusion. Translate the vision into a development plan and implement it successfully. |
| * Secure excellent teaching to achieve high standards of learning and attainment across the primary 3-11 range, including preparation for secondary education. |
| * Hold all staff to account for their professional conduct and practice. |
| * Ensure inclusion, diversity and access. |
| * Lead by example to foster an open, transparent and equitable culture. |
| * To be responsible for the internal organisation, management and control of the school. |
| * Manage finance and resources astutely to maximise their use and value. |
| * Develop and sustain effective relationships with the Governors and the Chair of Governors in particular, to ensure effective governance of the school, and the discharge of GB responsibilities. |
| * Build/develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of all pupils and ensure an inclusive environment. (School culture) |
| * Create an outward-facing school to work with other schools, organisations and partners to champion best practice. |
| * To uphold the highest standards of professional and business ethics and support the Governors in ensuring that this impacts on all aspects of the school’s decision making processes. |
| * To keep children safe and support the Governors to implement and oversee the highest possible standards of child protection, prevent strategies and safe-guarding throughout the school. |
| * To represent the school at panels, working groups and meetings as required by the Governors. |
| * To undertake other duties and responsibilities as is reasonably directed by the Governors. |
| **Duties and Responsibilities**  **Ethics and Professional Conduct** |
| * Hold and articulate clear values and moral purpose, focus on providing a world-class education for all pupils. |
| * Demonstrate optimistic personal behavior and beliefs, positive relationships and attitudes towards pupils and staff, and towards parents, Governors and members of the local community, ensuring that these behaviors and beliefs are not exploitative. |
| * Lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around you. |
| * Communicate compellingly the school’s vision and drive the strategic leadership, empowering all pupils and staff to excel and contribute to the wider education system. |
| * 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, pupils’ vulnerability or might lead pupils to break the law |
| **Teaching** |
| * Create an ethos within which all staff are motivated and supported to develop their own skills ensuring teaching is underpinned by high level of subject expertise and to support each other. |
| * Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning and effective pupil learning. |
| * Challenge educational orthodoxies through the use of formative assessments in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame a self-regulating and self-improving school. |
| * Shape the current and future quality of the teaching profession through high quality training and prioritse and sustain professional development for all staff as laid out in the standards for teachers’ professional development. |
| **School Culture** |
| * 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. |
| * Secure excellent teaching 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 pupil’s well-being. |
| * Hold all staff to account for their professional conduct and practice. |
| * Inspire and influence others - within and beyond school - to believe in the fundamental importance of education in young people’s lives and to promote the value of education. |
| **Curriculum and Assessment** |
| * Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught. |
| * Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading. |
| **Behaviour** |
| * Establish and sustain a safe, calm and well-ordered environment with high expectations of behaviour for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society. Including high standards of pupil behaviour and conduct in accordance with the school’s behaviour policy. |
| **Additional and Special Educational Needs and Disabilities** |
| * Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities. |
| * 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. |
| **Professional Development** |
| * Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development recognising professional frameworks and programmes to support succession planning. |
| **Organisational Management** |
| * Work with political and financial astuteness, within a clear set of principles centered on the school’s vision, ably translating local and national policy into the school’s context. |
| * Welcome strong governance and actively support the Governors to understand their role and deliver their functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and effective and efficient financial performance within the use of public funds. |
| * Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently. |
| * Ensure rigorous approaches to identifying, managing and mitigating risk. |
| * Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity. |
| * Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupil’s achievements and the school’s sustainability. (Organisational management) |
| **Continuous School Improvement** |
| * 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. |
| * Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability. |
| **Working in Partnership** |
| * Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils. |
| * 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. |
| * Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils. |
| **Governance and Accountability** |
| * 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. |

|  |
| --- |
| **Person Specification** |

|  |  |  |
| --- | --- | --- |
|  | **CRITERIA** | **Essential / Desirable** |
|  |  |  |
| **A** | **Qualifications and Training** |  |
| 1 | Educated to degree level | Essential |
| 2 | Qualified teacher status | Essential |
| 3 | Further relevant professional/academic study and evidence of continuous professional development and knowledge of current issues in Education | Essential |
| 4 | Recent and relevant safeguarding training | Essential |
| **B** | **Experience and Knowledge – Show Evidence Of:** |  |
| 7 | A track record of proven strong, successful senior leadership and management experience in a Primary School as a Headteacher or Deputy Headteacher. | Essential |
| 8 | Proven experience of securing excellent teaching through an analytical understanding of how pupils learn and the core features of successful classroom practice | Essential |
| 9 | Demonstrate a strategic leadership style that is characterised by integrity, creativity, resilience and clarity. Understand how to empower all students and staff to excel | Essential |
| 10 | Evidence of implementing, managing and evaluating change in a collaborative way | Essential |
| 11 | Positively promote the distinctive Christian character and vision of the school | Essential |
| 12 | Significant experience in evaluating and using data to plan and improve pupil performance | Essential |
| 13 | A clear understanding of what makes good and outstanding teaching through a deep understanding of how students learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school’s work | Essential |
| 14 | A commitment to valuing, supporting and encouraging the professional development of all staff members | Essential |
| 15 | Evidence of building and nurturing a strong, positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement. (Continuous school improvement) | Essential |
| 16 | Establishing and sustaining the school’s ethos and strategic direction and committing to building and maintaining effective and positive relationships with parents, carers, Governors, the wider community and other schools. (School CULTURE) | Essential |
| 17 | Can inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people’s lives | Essential |
| 18 | The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level | Essential |
| 19 | Commitment to strong Governance and to working collaboratively with the Governing Body enabling them to deliver their functions effectively | Essential |
| 20 | Ability to communicate the school’s ethos, vision and priorities to all stakeholders | Essential |
| 21 | A commitment to developing an outward facing approach, working with other schools, agencies and organisations, in order to share best practice and secure excellent outcomes for all pupils | Essential |
| 22 | Experience of managing HR issues, including staff appointments, capability and discipline | Desirable |
| **C** | **Professional skills and Qualities- Show Evidence Of:** |  |
| 23 | Hold and articulate clear vision, values and moral purpose, demonstrating optimistic personal behavior, and positive relationships and attitudes | Essential |
| 24 | Effective interpersonal and communication skills appropriate to the audience | Essential |
| 27 | A healthy regard for a work - life balance | Essential |
| **D** | **Demonstrate a Commitment to:** |  |
| 23 | Equalities and the Equality Act 2010 | Essential |
| 24 | Promoting the School’s vision and ethos | Essential |
| 25 | High ethical standards | Essential |
| 26 | Relating positively to and showing respect for all members of the Trust and wider community | Essential |
| 27 | Ongoing relevant professional self-development | Essential |
| 28 | Safeguarding and child protection | Essential |
|  |  |  |

**Signature of post holder \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date / /**

**Signature of <<Chair of Governors>>\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date / /**