

## **Lympne C.E. Primary School**



### **Headteacher - Job Description**

**Salary** : Group 2 Pay range £49,000 - £63,779

**Responsible to:** The Governing Body of Lympne CEP School

#### **Purpose of the Job**

To be the strategic lead professional at Lympne CEP School. The Headteacher will provide vision, ambition, leadership and direction at the School, ensuring it is managed and organised by working strategically with all partners and stakeholders to develop outstanding provision, which will transform the educational and future life opportunities of all pupils.

#### **Main duties and responsibilities**

- To be the lead professional and positive role model within our community
- To work to an agreed vision, underpinned by clear values which will be evident throughout the school
- To have direct impact in raising achievements to the highest level for all children through uncompromising high ambition
- To lead by example in determining the professional conduct and practice of teachers to the highest standard
- Ensure that the vision for the school, including its distinctive Christian character, is clearly articulated, shared, understood and acted upon effectively by all
- Demonstrate the vision and values in everyday work and practice
- To enable a climate in the school which enables all pupils to display exemplary behaviour
- To be a positive role model in helping others recognise difference and respect cultural diversity within contemporary Britain
- To have ambition and seize opportunities for the school to share good practice and expertise, learning from others beyond its boundaries

#### **Qualities and Knowledge**

1. Hold and articulate clear values and moral purpose, focused on providing an outstanding education for the pupils of Lympne CE Primary School.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils, and towards parents, governors and the local community.
3. Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture which is underpinned by its Christian ethos
4. Lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around you.
5. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and internationally, and pursue continuous professional development.
6. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating KCC and national policy into the school's context.

7. Engage with the local church and wider community to build partnerships, share resources, promote collective events and ensure advocacy for children and young people
8. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### **Pupils and Staff**

1. 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.
2. 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 pupils' well-being.
3. Determine, organise and implement a diverse, flexible curriculum that reflects the Christian character of the school and implement an effective assessment framework
4. Determine and ensure the implementation of a policy for the pastoral care of the pupils while ensuring that the standard of behaviour and attendance of the pupils is acceptable
5. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within the school, drawing on and conducting relevant research and robust data analysis.
6. Develop a school ethos underpinned by Christian values that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
7. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
8. 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, 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. Create an organisational structure that reflects the school's Christian values, and enable the management systems, structures and process to work effectively in line with legal requirements
4. 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.
5. Welcome strong governance and actively support the governing body 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.
6. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets, resources and accommodation, in the best interests of pupils' achievements and the school's sustainability.
7. 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.

## **The 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, to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to service improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.