



Ashford Oaks Primary School

Headteacher - Job Description

Salary: £80,000 - £85,000

Group Size: 3

Responsible to: Chair of Governors

Purpose of the Job

To provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school, including the nursery and SRP. Develop, implement and evaluate the school's policies, practices and procedures.

The Headteacher is expected to demonstrate consistently high standards of principled and professional conduct and is expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Main purposes of the job:

- To carry out the duties set out in the School Teachers' Pay and Conditions Document.
- To provide professional leadership for the school which secures its success and improvement, ensuring high-quality education which inspires and motivates all pupils and improves standards of learning and achievement.
- To work with and through others to secure the commitment of the wider community to the school.
- To be responsible for the leadership, internal organisation, management and control of the school, ensuring the financial stability of the school within the current fiscal climate and consulting appropriately with stakeholders.
- To promote and safeguard the welfare of all pupils and staff, and create a safe and caring environment for all pupils and staff by ensuring that the relevant policies are known and adhered to.
- To stay abreast of current initiatives in education, and their significance, demonstrating a sound understanding of how to implement them in an inclusive manner that supports the learning of all children at the school.
- To enhance and maintain the school's respected status as an SRP within the community.

- To build and inspire positive approaches towards SEND throughout the school teams and ensure the school's continued good reputation for its inclusive provision.

Ethics and Professional Conduct

The Headteacher upholds public trust in school leadership and maintains high standards of ethics and behaviour, both within and outside school. The headteacher is expected to:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position.
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- 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.

As a leader of the school community and profession, a headteacher is to:

- serve in the best interests of the school's pupils.
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen.
- uphold their obligation to give account and accept responsibility.
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- take responsibility for their own continued professional development, engaging critically with educational research.
- make a positive contribution to the wider education system.

Culture and Ethos

The headteacher is expected to:

School Culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.
- 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.

Behaviours

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- implement consistent, fair and respectful approaches to managing behaviour.
- ensure that adults within the school model and teach the behaviour of a good citizen.

Professional Development

- 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 standard 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.

Curriculum and Teaching

The headteacher is expected to:

Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- ensure effective use is made of formative assessment.

Curriculum and Assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- 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.
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Additional and special educational needs

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- 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.
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively, taking particular care to ensure the school retains its designation as an SRP.

Organisational Effectiveness

The headteacher is expected to:

Organisational Management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Ensure the Designated Safeguard Lead (DSL) leads responsibility for safeguarding and child protection (including online safety) and ensures effective filtering and monitoring systems and processes are in place and reviewed regularly.
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds.
- ensure staff are deployed and managed well, with due attention paid to workload.
- 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.

School Improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Working in Partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

Governance and Accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- establish and sustain a 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.

** A Headteacher will undertake any other duties which from time to time will be required and be relevant and commensurate with the post as deemed necessary by the governing body and local authority.