

JOB DESCRIPTION

JOB TITLE:	Head Teacher
RESPONSIBLE TO:	DCEO for School Improvement
LOCATION:	Riverview Infant & Riverview Junior Schools
SALARY GRADE:	L22-L28
HOURS:	32.5 per week

PURPOSE OF THE POST:

- The Headteacher will promote and support the vision and direction of The Riverview Schools by providing the day-to-day leadership that will enable it to build success and provide high quality education for its children. The Headteacher has leadership and management of the school on a day-to-day basis, will manage the leadership group of the school and is the first point of contact for all stakeholders and external agencies in matters relating to the school. The Headteacher of The Riverview Schools will be an ambassador for the school and will promote and raise its profile in the wider community.
- The Deputy Chief Executive Officer has overall and strategic responsibility for all schools within The Golden Thread Alliance and will support and advise the Headteacher in each school and is their line manager. As an employee within The Golden Thread Alliance, you may be required to work at any school within The Trust.

MAIN ROLES AND RESPONSIBILITIES

Key Responsibilities

- The Headteacher will continue to raise standards of achievement, be responsible for all day- to -day management of the children, staff, adult users and resources so as to promote and secure the achievement and wellbeing of all children and adults. The Headteacher will work with the DCEO, the senior school improvement partner, school leadership team and Local Governing Body to provide an environment in which all staff and children are enabled to achieve success and to build towards achieving their potential.
- In order that this is achieved the Headteacher will have a key part in ensuring the effective management of children's behaviour by actively promoting good behaviour, supporting staff and parents in promoting good behaviour in all children and ensuring that all children and adults are enabled to succeed in school without hindrance or disruption.
- The Headteacher will be responsible on a day-to-day basis for the internal organisation management and control of the school. In carrying out their duties the Headteacher will consult and liaise with and work in partnership with the DCEO. They will consult, as appropriate, the Governing Body, the staff of the school, the pupils and the parents and carers of its pupils.
- Staff are seen as the major resource in achieving the school's success. The Headteacher therefore has the role of effectively managing, encouraging, developing and supporting staff and actively and visibly demonstrating their responsibility towards them. The Headteacher will be closely involved with the DCEO in recruiting, retaining and deploying staff

	<p>appropriately so that the goals and targets for the school can be achieved.</p>
<p>Vision, Direction and Development</p>	<ul style="list-style-type: none"> • The Headteacher will: • Support the DCEO in developing and sharing the vision and direction of the new Schools leading to their amalgamation. • Support the DCEO in developing both strategic and operational plans for securing the vision and direction of the school based on wide consultation with all relevant stakeholders. • Work with the leadership team, staff and governors to translate the development plans into action plans that identify clear achievable targets and outcomes. • Work with the leadership team, staff and governors to rigorously evaluate progress towards targets and outcomes. • Support the DCEO in ensuring that all school policies are regularly reviewed and updated and that staff and governors are involved in this process. • Advise and support staff and governors in policy development and implementation.
<p>Teaching and Learning</p>	<ul style="list-style-type: none"> • The Headteacher will: • Ensure that the school works closely with parents and carers, with the community and with other agencies to provide for the academic, spiritual, moral, cultural, social and emotional needs of all children at The Riverview Schools.. • Ensure that statutory requirements for the National Curriculum are met and that all children are enabled to access a broad, balanced and relevant curriculum. • Ensure that the curriculum and pastoral care of the school is appropriate to the children's differing experiences, interests, aptitudes and backgrounds. • Give priority to developing high quality teaching and learning across the school. • Ensure that a system for monitoring and developing the quality of teaching and learning is in place. • Ensure that there is an effective system for assessing, recording and reporting of children's progress. • Encourage new developments in the curriculum and capitalise on local and national initiatives. • Develop and implement effective policies for ensuring that children's behaviour is appropriate and supportive to their own learning and the learning of others. • Implement and keep under review a fair and effective school discipline policy which protects the rights of all users to a safe and harmonious learning / working environment.
<p>Leading and Managing Staff</p>	<ul style="list-style-type: none"> • The Headteacher will: • Liaise with the DCEO and governors in the recruitment and selection of teaching and support staff. • Manage effectively the day-to-day deployment and performance of all staff. • Support the DCEO in carrying out the requirements for Performance Management. • Support the DCEO and governors in creating and maintaining good working relationships amongst all members of the school community. • Motivate and support staff by identifying and addressing areas for development and building on their strengths. • Promote the highest standards of courtesy and mutual

	<p>respect amongst all members of the school community.</p> <ul style="list-style-type: none"> • Ensure that all staff carry out their professional duties in accordance with their job description and with national guidance and regulations. • Encourage and model initiative, teamwork and working in partnership. • Develop and strengthen leadership across the school.
<p>Efficient Use of Resources</p>	<ul style="list-style-type: none"> • The Headteacher will: • Work with the DCEO, the CFO and the Trust Board on setting and using the school budgets to deliver a quality education and to meet the objectives of the school development plans. • Manage and organise the day-to-day use of the building and grounds so that it meets the needs of the curriculum and health and safety requirements. • Ensure that all staff and children contribute towards building and maintaining a positive learning and working environment for all. • Support the DCEO in securing additional and sufficient resources for the school.
<p>Accountability</p>	<ul style="list-style-type: none"> • The Headteacher will: • Work with the DCEO to ensure that all adult users of the school and site are aware of and adopt safe practices and that all activities comply with current legislative requirements. • Work closely with the DCEO and with the Chair and members of the Trust Board and Local Governing Body as appropriate and build and sustain a positive working relationship. • Provide information and support to the DCEO, The Trust Board and to the Governing Body and advice based on a well-grounded and practical knowledge of the school on a day-to-day basis. • Work with the DCEO to ensure that the school staff and governors collect and receive and use performance data to support school improvement and raise levels of achievement. • To update the Self Evaluation Form (SEF) for Ofsted and collect evidence to support judgments made in evaluating the school's success. • Keep parents informed about their child's attainment and progress and supported in understanding how they can contribute to supporting their child's learning.
<p>Partnership</p>	<ul style="list-style-type: none"> • The Headteacher will: • Develop and encourage working partnerships with parents and carers. • Develop and encourage good relations between all schools within The Golden Thread Alliance and the local community. • Develop and encourage an effective partnership with the community of schools in The Golden Thread Alliance, drawing upon the strengths and expertise of all groups of staff, sharing information

	<p>and ideas and working collaboratively.</p> <ul style="list-style-type: none"> • Encourage inter-school links and events of mutual benefit to children within The Golden Thread Alliance. • Develop and encourage mutually supportive working relationships with relevant agencies including Social Services and Health professionals.
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Designated Teacher for LAC/PLAC

<p>ETHOS AND CULTURE</p>	<ul style="list-style-type: none"> • Contribute to the development and review of whole-school policies and procedures so that they do not unintentionally put looked after and previously looked after children at a disadvantage (for example, procedures such as induction and transition) • Promote a culture in which looked after and previously looked after children are: <ul style="list-style-type: none"> • Prioritised for academic support • Encouraged to actively participate in school life • Supported to succeed and aspire to further and higher education or highly skilled jobs • Able to take ownership of their learning and have opportunities to discuss their progress • Able to discuss difficult issues (such as SEN, bullying, attendance) in a frank manner
<p>TEACHING AND LEARNING</p>	<ul style="list-style-type: none"> • Set high expectations of looked after and previously looked after children's learning, and ensure teachers set targets that accelerate progress • Advise teachers on differentiated teaching strategies appropriate for looked after or previously looked after children • Advise on the use of assessment for learning approaches to improve the progress of these pupils, and help them and their teachers understand where they are in their learning and their next steps
<p>LOOKED AFTER CHILDREN WITH SPECIAL EDUCATIONAL NEEDS</p>	<ul style="list-style-type: none"> • Ensure that the SEND code of practice, as it relates to looked after children, is being followed • Where any looked after child has an education, health and care (EHC) plan, monitor the pupil's personal education plan (PEP) to ensure it works in harmony with the EHC plan to set out how their needs are being met
<p>WORKING WITH CARERS, PARENTS OR GUARDIANS</p>	<ul style="list-style-type: none"> • Promote good home-school links • Support progress by ensuring effective communication with carers, parents or guardians • Ensure carers, parents or guardians understand: <ul style="list-style-type: none"> ○ The potential value of one-to-one tuition and are equipped to engage with it at home

	<ul style="list-style-type: none"> ○ How the school teaches skills such as reading and numeracy • Encourage high aspirations and working with the child to plan for their future success and fulfillment
<p>WORKING WITH EXTERNAL AGENCIES</p>	<ul style="list-style-type: none"> • Build and maintain relationships with other professionals, in particular the virtual school head (VSH) and the local authority's SEND department, to ensure the school responds effectively to its pupils' needs • Work with relevant professionals, including the VSH, to ensure that they (the designated teacher) and other school staff have the skills to identify signs of potential mental health issues among looked after and previously looked after children, and know how to access further assessment and support where necessary • Work with relevant professionals, including social workers and school staff, to develop, monitor and review looked after pupils' personal education plans
<p>DATA PROTECTION</p>	<ul style="list-style-type: none"> • Take overall responsibility for the school's data protection compliance, working with the DPO, senior leaders, and school business manager to implement and enforce policies. • Ensure that data protection is a key consideration in all school activities and decision-making processes. • Communicate the importance of data protection to staff, students, and parents. • Report any data breaches, potential breaches, or subject access requests (SARs) to the designated Data Protection Officer (DPO) and/or onsite data protection lead promptly. • Address any data protection concerns or breaches, taking decisive action to rectify the situation and prevent future occurrences. • Ensure that all staff receive appropriate data protection training. • Report all data protection incidents and current actions to the Governing Body or nominated link Governor.

DESIGNATED SAFEGUARDING LEAD

Main purpose

The DSL will take lead responsibility for safeguarding and child protection across the school (including online safety and understanding the filtering and monitoring systems in place). They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.

They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

DUTY	RESPONSIBILITY
MANAGING REFERRALS	<ul style="list-style-type: none"> • Refer cases of suspected abuse and neglect to the local authority children's social care • Support staff who make referrals to the local authority children's social care • Refer cases to the Channel programme where there is a radicalisation concern • Support staff who make referrals to the Channel programme • Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child • Refer cases to the police where a crime may have been committed
WORKING WITH STAFF AND OTHER AGENCIES	<ul style="list-style-type: none"> • Act as a source of support, advice and expertise for all staff • Act as a point of contact with the safeguarding partners • Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult • Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member • Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically • Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health • Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances • Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by: <ul style="list-style-type: none"> ○ Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced ○ Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school • The above includes: <ul style="list-style-type: none"> ○ Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort

	<ul style="list-style-type: none"> ○ Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential.
<p>MANAGING THE CHILD PROTECTION FILE</p>	<ul style="list-style-type: none"> ● Ensure child protection files are kept up to date ● Keep information confidential and store it securely ● Make sure records include: <ul style="list-style-type: none"> ○ A clear and comprehensive summary of the concern ○ Details of how the concern was followed up and resolved ○ A note of any action taken, decisions reached and the outcome ● Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE) ● Where children leave the school (including in year transfers): ● Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE ● Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place
<p>RAISING AWARENESS</p>	<ul style="list-style-type: none"> ● Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff ● Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly ● Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this ● Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements ● Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing
<p>TRAINING</p>	<ul style="list-style-type: none"> ● Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C ● Undertake Prevent awareness training ● Refresh knowledge and skills at regular intervals and at least annually
<p>PROVIDING SUPPORT TO STAFF</p>	<ul style="list-style-type: none"> ● Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters ● Support staff during the referrals process ● Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

<p>UNDERSTANDING THE VIEWS OF CHILDREN</p>	<ul style="list-style-type: none"> • Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them • Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
<p>HOLDING AND SHARING INFORMATION</p>	<ul style="list-style-type: none"> • Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners • Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) • Keep detailed, accurate, secure written records of concerns and referrals

Postholder's signature: _____

Postholder's name: _____

Date: _____

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks. The postholder may be required to do other duties appropriate to the level of the role.

This job description may be subject to amendment or modification at any time in consultation with the post holder.

The Golden Thread Alliance is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The duties above are neither exclusive, nor exhaustive and the post holder may be required by the Director of Education to carry out appropriate duties within the context of the job, skills and grade.

Postholder's signature: _____

Postholder's name: _____

Date: _____

PERSON SPECIFICATION

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified Teacher Status • National Professional Qualification for Headteachers
Experience	<ul style="list-style-type: none"> • Substantive and successful experience of being a Head Teacher for a minimum of 4 years across all key stages within the Primary Phase. • A strong sense of accountability for ensuring performance targets are met and that The Golden Thread Leadership behaviours are modelled at all times • Demonstrate experience of securing rapid and sustained improvement as a school leader and taking Primary Academies to at least Good or Better in the Ofsted Framework • The ability to interpret complex quantitative and qualitative data and use this analysis to inform planning support and challenge • Experience in leading and managing innovation and change • The ability to develop processes that encourage the sharing of best practice • Setting performance standard & evaluating their success • Proven success in leading innovation/curriculum across more than one school site • Proven success at leadership and building teams • A credible knowledge and experience of excellent pedagogy in the Primary Sector • Managing financial budgets and using resources effectively
Skills and knowledge	<ul style="list-style-type: none"> • Strategies for developing teaching & improving pupil performance • Excellent interpersonal skill • Proven track record in managing change positively and enjoys work at pace • Knowledge of the use of data to improve teaching & learning • Knowledge of current education legislation, national initiatives & strategies • Thorough understanding of safeguarding policies, statutory requirements and practices • Ability to actively engage parents/carers from all communities and communicate positively with them Strong communication skills with a range of stakeholders • Excellent organisation skills and proven ability to priorities tasks effectively • Ability to work under pressure with enthusiasm and dynamism • Commitment to all pupils succeeding • Integrity and Commitment to the Nolan principles of public office
Personal Qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.

Postholder's signature: _____

Postholder's name: _____

Date: _____