
Job Description –Headteacher

Name:

Post Title: Headteacher

School: King's Farm Primary School

Pay Range: L13 – L24

Line Manager: Full Governing Body – The Cedar Federation

Main Purpose of the Role:

Under the overall direction of the Governing Body play a major role:

- To provide inspiring professional leadership and to develop and support the strategic direction, vision, values and priorities of the school and The Cedar Federation.
- To have responsibility for ensuring the best possible education through the delivery of a highly effective and personalised curriculum.
- To develop, implement and evaluate the school's policies and practices and manage school resources efficiently and effectively.
- To carry out duties in line with the conditions of employment as set out in the current School Teacher's Pay and Conditions document, the National Standards of excellence for Headteachers 2020, school and The Cedar Federation policies and procedures and any other relevant legislation or guidance to demonstrate consistently high standards of principled and professional conduct in order to provide an environment where teachers' standards and other performance standards can be met.

Key Duties and Responsibilities

The duties recorded here are to be undertaken in accordance with the provision of the current School Teachers' Pay and Conditions Document with particular reference to the Headteacher Standards.

Key Tasks

- To take responsibility for safeguarding, including online safety, ensuring that the school's safeguarding practice continues to be robust and effective.
- To take responsibility for monitoring and evaluating the quality of education across the school to ensure consistency and excellence.
- To maintain a strong and unified team founded on clarity of purpose, embracing full accountability for achievement, and a positive and innovative culture that distributes responsibility and celebrates success.
- To raise standards through high expectations and a relentless focus on pupils' learning and personal development.
- To motivate and maximise the contribution and confidence of all team members to continuously improve performance and igniting the enthusiasm and ambition of pupils to learn and achieve their very best.
- To ensure high quality continuing professional development is informed by the school's self-evaluation and the performance management process.
- To work alongside the Governing Body and Leadership Team to effectively meet specific objectives in line with the school's strategic plan and financial context.
- To provide strategic oversight in the management, monitoring and review of all available resources, improving the quality of education, pupils' achievements, ensuring efficiency and value for money.

Main Professional Duties in line with the Headteachers' Standards 2020

1. School Culture

- 1.1 Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community to meet the highest standards and ensure the best pupil outcomes, setting challenging goals in order to continuously improve.
- 1.2 Promote and sustain an ambitious vision and ethos for the future of the school and of the Cedar Federation.
- 1.3 Create a culture where pupils experience a positive and enriching school life.
- 1.4 Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- 1.5 Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- 1.6 Ensure a culture of high staff professionalism and lead by example to provide inspiration and motivation, and embody for the pupils, staff, governors, parents and carers, the vision, purpose and leadership of the school.

2. Teaching

- 2.1 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.
- 2.2 Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- 2.3 Ensure effective use is made of formative assessment.

3. Curriculum and Assessment

- 3.1 Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- 3.2 Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- 3.3 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.
- 3.4 Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

4. Behaviour

- 4.1 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.
- 4.2 Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.
- 4.3 Implement consistent, fair and respectful approaches to managing behaviour.
- 4.4 Ensure that adults within the school model and teach the behaviour of a good citizen.

5. Additional and Special Educational Needs and Disabilities

- 5.1 Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- 5.2 Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- 5.3 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.
- 5.4 Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

6. Professional Development

- 6.1 Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- 6.2 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.
- 6.3 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.

7. Organisational Management

- 7.1. Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- 7.2 Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- 7.3 Ensure staff are deployed and managed well with due attention paid to workload
- 7.4 Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- 7.5 Ensure rigorous approaches to identifying, managing and mitigating risk.

8. Continuous School Improvement

- 8.1 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.
- 8.2 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.
- 8.3 Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

9. Working in Partnership

- 9.1 Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community. Ensure parents and pupils are well informed about the curriculum, attainment and progress, and about the contribution they can make to supporting their child's development and the school's priorities.
- 9.2 Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.
- 9.3 Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

10. Governance and Accountability

- 10.1 Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- 10.2 Establish and sustain professional working relationship with those responsible for governance.
- 10.3 Ensure that staff know and understand their professional responsibilities and are held to account.
- 10.4 Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- 10.5 Provide information and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, efficiency and value for money.

Safeguarding Children and Safer Recruitment

The Cedar Federation is committed to safeguarding and promoting the welfare of children and young people as required by the Education Act 2002 and taking account of "Working Together to Safeguard Children" and "Keeping Children Safe in Education". The Cedar Federation expects all staff and volunteers to share this commitment.

- Ensure that the policies and procedures adopted by the Governing Board are fully implemented and adhered to by staff.
- Co-operate and work with relevant agencies to protect children and young people at all times.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change, either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

The Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

Name:	Name:
Signature:	Signature:
Date:	Date: