



## **Head Teacher – Job Description**

### **Purpose of the post**

To provide professional vision and leadership for the school which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement. The professional duties of the head teacher are contained in the School Teacher's Pay and Conditions Document and the key areas of Headship are contained in the DfE National Standards for Head teachers.

### **Policy framework and requirements**

A head teacher shall carry out his/her professional duties in accordance with and subject to:

- The School Teachers Pay and Conditions Document.
- The provisions of the Education Acts.
- Any orders and regulations having effect thereunder.
- The instrument of government of the school of which s/he is Headteacher.
- KCC policies.
- Targets as agreed with the Local Authority.

A head teacher shall carry out such duties in accordance with and subject to the following:

- Any rules, regulations or policies laid down by the governing body under their powers.
- Any rules, regulations or policies laid down by the authority with respect to matters for which the governing body is not so responsible.
- Any rules, regulations or policies laid down by his/her employers; and
- The terms of his/her employment.

### **General functions**

A head teacher shall be responsible for the internal organisation, management and control of the school.

### **Consultation**

In carrying out his/her duties a head teacher shall consult, where this is appropriate, with the authority, the governing body, the staff of the school, the parents of its pupils, the pupils themselves and the local community.

### **Professional duties**

The professional duties of a head teacher shall include:

- School aims:  
Formulating the overall aims and objectives of the school and policies for their implementation.
- Strategic direction and development of the school:  
Leading by example, providing educational vision and direction to secure the strong and passionate commitment of staff, parents/carers and pupils.



### **Appointment of staff**

- Leading the selection and appointment of the teaching and non-teaching staff of the school.

### **Management of staff**

- Deploying and managing all teaching and non-teaching staff of the school and allocating particular duties to them (including such duties of the head teacher as may be properly delegated to a deputy head teacher, assistant head teacher or other member of staff) in a manner consistent with their conditions of employment, maintaining a reasonable balance for each teacher between work carried out in school and work carried out elsewhere;
- Considering in particular in relation to such allocation of duties how far the duties of the head teacher may be delegated to any deputy head teacher or assistant head teacher.
- Ensuring that the duty of providing cover for absent teachers is shared equitably among all teachers in the school (including the head teacher), taking account of their teaching and other duties.
- Ensuring that teachers at the school receive information they need to carry out their professional duties effectively.
- Ensuring that staff are aware of current educational developments and are kept up to date through an ongoing programme of continuous professional development.
- Leading, motivating, supporting, challenging and developing staff at all levels in order to secure and sustain continuous improvement and staff well-being and to be committed to personal continuing professional development.
- Supporting middle and senior leadership of the school to build capacity, recognize existing talents and encourage delegation.
- Challenging underperformance at all levels and putting in place effective procedures to deal with underperforming staff; and
- Providing information, references and testimonials about the work and performance of staff employed at the school, with due regard to the principles of equal opportunities, where such information is relevant to their future employment.

### **Liaison with staff unions and associations**

- Maintaining relationships with organisations representing teachers and other persons on the staff of the school.

### **Curriculum**

- Determining, organising and implementing a broad and balanced curriculum for the school, having regard to the needs, experiences, interests, aptitudes and stage of development of the pupils and the resources available to the school.
- Securing that all pupils in attendance at the school take part in daily collective worship; and
- Ensuring that improvements in the curriculum are a priority for all pupils including those with SEND, higher attaining pupils and those with EAL.

### **Review**

- Ensuring that all aspects of school performance are monitored and evaluated in a robust, cyclical manner and maintaining a record of self-evaluation and areas for improvement, and of progress made in respect of these.



### **Standards of teaching and learning**

- Evaluating the standards of teaching and learning in the school and ensuring that proper standards of professional performance are established and maintained.

### **Appraisal, training, development and induction of staff**

- Supervising and participating in arrangements for the appraisal of the performance of teachers in the school.
- Participating in arrangements made for the appraisal of his/her performance as a head teacher, and that of other staff who are the responsibility of the same appraising body in accordance with such regulations.
- Participating in the identification of areas in which s/he would benefit from further training and undergoing such training.
- Ensuring that all staff in the school have access to advice and training appropriate to their needs, in accordance with the policies of the maintaining authority and governing body.
- Ensuring that newly qualified teachers and those returning to teaching after a break in service have access to adequate support in their first year of service or resumed service;
- Being responsible for the supervision and training of teachers during their induction periods in accordance with the Induction Regulations, and making a recommendation at the end of such induction periods as to whether such teachers have met the prescribed induction standards as required by those regulations; and
- Ensuring that teachers serving induction periods under the Induction Regulations do not teach more than 90% of the time a teacher at that school who does not receive a management allowance would be expected to teach.

### **Threshold assessment**

- Assessing whether a teacher at the school who applies for a threshold assessment has passed the threshold to transfer to the upper pay range (UPR).
- Explaining to a teacher who makes an application for a threshold assessment the reasons for the outcome of his/her application and giving him/her advice about the aspects of his/her performance which would benefit from further development

### **Management information**

- Providing information about the work and performance of the staff employed at the school where this is relevant to their future employment.

### **Pupil progress**

- Ensuring that the progress of pupils of the school is monitored and recorded.
- Ensuring continuing effective systems of planning, assessment, recording and reporting, using data and benchmarks to monitor attainment and progress, in every child's learning; and
- Using this data continuously to support and improve standards.

### **Pastoral care**

- Ensuring that the health and wellbeing of children is encouraged through a nurturing environment.



### **Inclusion and special needs**

- Promoting equality and inclusion in all aspects of school life.
- Ensuring that the requirements of the Code of Practice are met.

### **Behaviour management**

- Ensuring that proper standards of behaviour are implemented.
- Making such measures generally known within the school; and
- Ensuring the maintenance of good order and discipline at all times during the school day when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities, whether on the school premises or elsewhere.

### **Relations with parents**

- Making arrangements for parents/carers to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, so as to promote common understanding of its aims.
- Creating and maintaining an effective, supportive partnership with parents/carers to support and improve pupils' achievement and personal development; and
- Working with parents/carers to ensure children have access to extended services, extracurricular opportunities, homework and other social and educational experiences.

### **Working with the governing body**

- Attending meetings of the governing body and making reports to them in connection with his/her responsibilities as they may properly require either on a regular basis or from time to time.
- Advising and assisting the governing body of the school in the exercise of their functions (without prejudice to any rights s/he may have as a governor of the school.
- Advising the governing body on the adoption of effective procedures to deal with incompetent teachers, and keeping the governing body informed of the general operation of such procedures.
- Reporting to the governing body on the professional development of all staff at the school.

### **Working with the local authority**

- Providing for liaison and co-operation with the officers of the maintaining authority.

### **Relations with other educational establishments**

- Maintaining liaison and cooperation with other schools and education establishments with which the school has a relationship.

### **Resources**

- Allocating, controlling and accounting for those financial and material resources of the school which are under the control of the head teacher; and
- Adhering to financial regulations.



### **Premises**

- Making arrangements for the security, maintenance, development and effective supervision of the school buildings and their contents and of the school grounds and ensuring (if so required) that any lack of maintenance is promptly reported to the maintaining authority or, if appropriate, the governing body.

### **Absence**

- Arranging for a deputy head teacher or other suitable person to assume responsibility for the functions of the head teacher at any time when s/he is absent from the school.

### **Safeguarding children**

- Safeguarding and promoting the welfare of all children and young persons for who s/he is responsible.
- Ensuring that the safeguarding and welfare of any children in the school but not on its roll are protected.

### **Health and safety**

- Ensuring the health and safety of all children, staff, parents/carers and visitors.