

## **Job Description Headteacher – Greasby Infant School**

**Job Title:** Headteacher (Full time, permanent post)

**Salary Range:** L13 – L18

**Reports to:** Chair of Governors and Governing Body

**Core Purpose:** The Headteacher, working with the governing body, senior leadership team and school staff, will provide overall strategic leadership for the school. The Headteacher will be responsible for the internal organisation and management of the school.

### **Main responsibilities:**

- Provide inspirational and effective leadership and management of the school ensuring pupils make outstanding academic and personal progress
- Effectively build on the current values, vision and principles of the school
- Provide leadership across all aspects of the school, including professional leadership, management and promote the culture of constant improvement
- Line manage the Senior Leadership Team within the school and other staff as appropriate

**The postholder is expected to operate in the context of the national Head Teacher Standards.**

### **The Headteacher of Greasby Infant School will:**

- Serve in the best interest of Greasby Infant pupils
- Behave ethically, fulfilling the professional responsibilities and modelling the behaviour of a good citizen
- Promote the 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 your own continued professional development, engaging critically with educational research

### **School Culture**

The Headteacher of Greasby Infant School will:

- Uphold the School values to the highest of standards
- Uphold fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Strengthen and sustain the school vision and ethos in partnership with the Governors and staff through consultation with the school community
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Maintain a culture where pupils experience a positive and enriching school life
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism
- In consultation with the Governing Body, create and implement a strategic and sustainable plan based on sound financial planning so that the school can continue to improve

## **Leadership and Management**

- Manage staff and leaders, developing a positive and professional culture
- Support and challenge staff, dealing with underperformance effectively while making sure staff are given the support to do their jobs well
- Implement the schools appraisal policy and other management processes and systems
- Undertake self-evaluation and school improvement planning alongside the Senior Leaders and Governors to strategically improve areas of weakness in the school
- Lead the recruitment of teaching and non-teaching staff where necessary
- Provide training and continuing professional development opportunities for all staff
- Identify areas of progression and promotion for staff that support succession planning for the school
- To prepare for and be fully involved in external and internal inspection activities
- Produce and edit a range of policies and documentation relating to the effective leadership of the school
- Ensure the website is compliant and current

## **Teaching and Learning**

- Establish and sustain high-quality, expert teaching across all subjects and key stages, built on an evidence-informed understanding of effective teaching and how pupils learn
- Ensure that effective strategies are in place to continue to rapidly close the gap for disadvantaged pupils and other vulnerable groups
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains

## **Behaviour**

- Sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- Implement consistent, fair, and respectful approaches to managing behaviour in accordance with the School's behaviour principles and policy;
- Ensure that adults within the school model and teach the behaviour of a good citizen
- Promote pupil mental health and well-being

## **Curriculum and Assessment**

- Ensure a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught and which meets the requirements of the National Curriculum and the aims of the school, providing progression and continuity throughout the school from Foundation 1 to Year 2
- Ensure that the curriculum is appropriate to meet the needs of all pupils and takes account of the full context of the local community
- Ensure that the curriculum actively develops the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of all pupils

- Maintain effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure effective use is made of formative and summative assessment to shape and develop the curriculum

**Organisation and Management:**

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care and act as DSL within the school
- Prioritise and allocate the school's financial resources efficiently and effectively to achieve the school's educational goals and priorities in line with the school's strategic and development plan, and financial context
- Establish and oversee systems, processes and policies that enable the school to operate effectively, efficiently and with probity in the use of public funds
- Ensure staff are deployed and managed well with due attention paid to workload and well being
- Ensure school buildings and facilities meet the needs of the pupils and staff and are compliant with health and safety regulations
- Ensure rigorous approaches to identifying, managing, and mitigating risk

**Additional and Special Educational Needs and Disabilities:**

- Ensure the school holds ambitious expectations for all pupils, including those with additional and special educational needs and disabilities
- Sustain and develop culture and practices that enable all pupils to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers, the Local Authority 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 regarding the SEND code of practice

**Continuous School Improvement:**

- Develop appropriate evidence-informed strategies for self-evaluation and improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- Ensure effective implementation of improvement strategies, which lead to sustained school improvement over time
- Identify priority areas for improvement from evidence-based feedback from Governors, staff, pupils, parents and the community

**Working in Partnership:**

- Forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community
- Work in partnership with Greasby Junior School to ensure smooth transition for pupils and good working relationships
- Commit the school to collaborate 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

**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
- Ensure that as headteacher, you keep up-to-date with best practice and developments in EYFS & KS1 in order to build on specialist knowledge and provide such opportunities for other key staff
- 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.

**Governance and Accountability:**

- Sustain a professional working relationship with the Governing Body whose responsibility is to hold leaders to account
- 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.

**Additional requirements:**

- The Headteacher will be required to prioritise the safeguarding and welfare of children and follow school policies and the staff code of conduct.

Please note that this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Headteacher will be responsible for. The Headteacher may be asked by the Governors to undertake other duties reasonably regarded as falling within the duties of a leadership post.

Appointment to this post is subject to a satisfactory enhanced DBS check. This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purpose.