

HEADTEACHER - JOB DESCRIPTION

Accountability

The Headteacher is accountable to the Governing Body.

The appointment is subject to the current conditions of employment of Headteachers, contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation, including that of the Department for Education. In carrying out his/her duties, the Headteacher shall consult, where appropriate, with the Local Authority, the governing body, the staff of the school, its pupils and the parents/carers of its pupils.

The Fundamental Role

- Provide a compelling, strategic vision for Ruskin Community High which has high quality, inclusive education at its heart;
- Inspire, challenge and empower all members of the school community to play their part in achieving that vision demonstrating ambition for students and themselves;
- Ensure a culture where the school's diversity is fully celebrated;
- Manage resources effectively and innovatively in order to secure best value, and through a continued focus on raising standards promote the highest achievement for both students and staff alike;
- Ensure a safe and stimulating environment;
- Promote the school in the wider community and to work with others to support system wide improvement.

The Headteacher should ensure that their actions:

- Are focussed on learning;
- Demonstrate high quality leadership;
- Reflect the highest possible professional standards;
- Consistently model the values, vision and ethos of the school;
- Promote an open, fair and equitable culture where all are able to express their views secure in the knowledge that their opinions are valued and respected.

Key Responsibilities:

1. Whole school organisation, strategy and development

- Providing overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school;
- Developing, implementing and evaluating the school's policies, practices and procedures.

2. Teaching

- Leading and managing teaching and learning throughout the school and thereby ensuring that teaching is at least good if not outstanding;
- Developing and implementing an innovative, and appropriate curriculum to meet statutory requirements and have regard to the needs, experience, interests and aptitudes of our students;
- Promote a collaborative learning culture that secures outstanding progress and levels of attainment for all students;
- Teaching as may be required.

3. Health, safety and discipline

- Promoting the safety and well-being of pupils and staff;
- Ensuring mutual respect, good order and discipline amongst pupils and staff;
- Securing an environment characterised by outstanding behaviour for learning where students take pride in their school, have respect for others – both within the school and out – and respond positively to the high standards expected of them;
- Taking ultimate responsibility for safeguarding and promoting the health, safety and welfare of students providing a secure and inclusive climate where all students feel safe, valued and secure.

4. Management of staff and resources

- Leading, managing and developing the staff, including appraising and managing performance;
- Developing clear arrangements for linking appraisal to pay progression and advising the Governors on pay recommendations for teachers;
- Organising and deploying resources astutely and effectively within the school to maximize educational progress, effective budgeting and strong contract management;
- Regularly reporting the school's financial status to Governors;
- Promoting harmonious working relationships within the school;
- Ensuring that relationships with organisations representing teachers and other members of the staff contribute towards students making the best possible progress;
- Leading and managing the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

5. Professional development

- Promoting the participation of staff in relevant continuing professional development;
- Participating in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff;
- Participating in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

6. Communication

- Consulting and communicating with the governing board, staff, pupils, parents and carers;
- Developing and sustain effective relationships with the Governors to ensure effective governance of the school;
- Working with colleagues and other relevant professionals;
- Collaborating and working with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.

7. Other

- Carrying out any other such duties as the Governors may reasonably require.
- *The job description may be amended at any time after discussion with the Governing Body*

HEADTEACHER - PERSON SPECIFICATION

Qualifications and experience	Essential/Desirable	How identified <i>A application</i> <i>C certificates</i> <i>I interview</i> <i>R reference</i>
Graduate with Qualified Teacher Status	Essential	A,C
NPQH	Desirable	A,C
Post graduate qualification	Desirable	A,C
Evidence of preparation for leadership through Continuous Professional Development	Essential	A, R
Significant senior leadership experience in secondary school(s)	Essential	A, R
Experience of having secured good and sustained student progress through their own teaching or leadership	Essential	A, R, I
Personal experience of: <ul style="list-style-type: none"> • Motivating, inspiring and leading staff • Safeguarding and promoting the welfare and wellbeing of all students • Strategic development planning and self-evaluation • Raising standards in learning and teaching and improving outcomes • Recruiting and developing effective teams • Effective change management • Developing effective and sustainable relationships and securing respect and credibility when working with the school and wider community and other external partners and organisations 	Essential	A,R,I
Essential Skills and Qualities		
LEADERSHIP <ol style="list-style-type: none"> 1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve; 2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community; 3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them; 4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development; 		I

<p>5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context;</p>	
<p>MANAGING PUPILS AND STAFF</p> <ol style="list-style-type: none"> 1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes; 2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' wellbeing; 3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis; 4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other; 5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning; 6. Hold all staff to account for their professional conduct and practice. 	<p>I</p>
<p>MANAGING SYSTEMS AND STAFF</p> <ol style="list-style-type: none"> 1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity; 2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society; 3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice; 4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Principal to account for pupil, staff and financial performance; 5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability; 6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making. 	<p>I</p>
<p>COMMITMENT TO SYSTEM WIDE IMPROVEMENT</p> <ol style="list-style-type: none"> 1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils; 	<p>I</p>

- | | |
|--|--|
| <ol style="list-style-type: none">2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils;3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools;4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff;5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability;6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education. | |
|--|--|