

HEADTEACHER JOB DESCRIPTION

Post Title: Headteacher	Haydon Bridge High School		Office Use
Group Size: 4	Workplace: Haydon Bridge High School		
Responsible to: Governing Body	Date: 2 May 2023	Manager Level: Senior	
Job Purpose:			
To provide outstanding leadership for the school which secures its success and improvement, ensuring high quality education for all pupils and excellent standards of learning and achievement.			
Resources			
	Staff	27.2 FTE Teaching Staff, 19.8 FTE Support Staff	
	Finance	£3.1million annual budget	
	Physical	Building / School Site / Resources / Health & Safety / Safeguarding / Staff & Pupil Records	
	Clients	Pupils / Parents / Wider Community	
Core Purpose of the post			
Subject to the Conditions of Employment for Headteachers (STPCD). 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 Headteacher shall include:			
<ul style="list-style-type: none"> ➤ Strategic Direction and Development of the School <ul style="list-style-type: none"> ● working with the Governing Body to provide vision, leadership and a clear direction for the school ● formulating the overall aims and objectives of the school and policies for their implementation ● producing, monitoring and evaluating a self-evaluation report and school development plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement ● securing the commitment of staff, pupils, parents and the wider community to the vision and direction of the school ● ensuring that the management, finance, organisation and administration of the school support its vision and aims ● ensuring that safeguarding and protecting children is a core priority to the school's work within a culture of vigilance 			

- promoting a culture of inclusion within the school community where all views are valued and considered
- maintain and develop the ethos of the school, promoting its values within a welcoming, well ordered, supportive, purposeful and stimulating context for everyone involved.

➤ **Teaching and Learning**

- securing an outstanding curriculum, excellent teaching, effective learning, high standards of achievement, good behaviour and discipline within a safeguarding culture
- determining, organising, implementing and monitoring the curriculum and its assessment to identify the best possible programme for pupils in this small school, and act on areas for improvement
- monitoring and evaluating the quality of teaching and standards of learning and achievement of all pupils, including those with SEND, in order to set and meet challenging, realistic targets for improvement
- creating and maintaining an effective partnership with parents to support and improve pupils' achievements and personal development.

➤ **Leading and Managing Staff**

- with the Governing Body participating in the selection and appointment of the teaching and non-teaching staff as appropriate to ensure that appointees have the potential to achieve the agreed aims of the school
- deploying and managing all teaching and non-teaching staff and allocating particular duties, in a manner consistent with conditions of employment
- lead and deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school development plan and performance management
- lead the annual appraisal process
- implementing and sustaining effective systems for the management of staff performance, incorporating targets for teachers, including targets relating to pupils' achievement
- motivating and enabling all staff in the school to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs.

➤ **Efficient and Effective Deployment of Staff and Resources**

- attracting and retaining high quality staff
- deploying and developing all staff effectively in order to improve the quality of education provided
- setting appropriate priorities for expenditure, allocating funds and ensuring effective administration and control

- managing and organising accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- managing, monitoring and reviewing the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money
- ensuring all staff, volunteers and others that work with children are safe, by ensuring appropriate procedures are in place.

➤ **Accountability**

- providing information, advice and support to the Governing Body to enable it to meet its responsibilities
- leading regular reviews of all school systems to ensure statutory requirements are being met and improved upon where appropriate
- creating and developing an organisation in which all staff recognise that they are accountable for the success of the school
- presenting a coherent and accurate account of the school's performance in a form appropriate to a range of audiences
- ensuring that parents and pupils are well informed about the curriculum, attainment and progress, and about the contribution that they can make to achieving the school's targets for improvement.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the school.

Work Arrangements

Transport requirements:

Working patterns:

Working conditions:

Able to meet the transport requirements of the post.

As identified in the relevant Teachers Pay & Conditions Document

As required by the Governing Body

PERSON SPECIFICATION

Post Title: Headteacher	Haydon Bridge High School	Ref:
Essential	Desirable	Assess by
Knowledge and Qualifications		
<ul style="list-style-type: none"> • Teaching qualification recognised by the DFE • Experience of what constitutes quality in educational provision • Knowledge of effective behaviour management • Knowledge of how to use comparative data, to establish benchmarks and set targets for improvement • Knowledge or experience of the Statutory Inspection Framework • Graduate Status 	<ul style="list-style-type: none"> • National Professional Qualification for Headship 	a i r g p p
Experience		
<ul style="list-style-type: none"> • Proven senior leadership experience • Experience in monitoring and evaluating the quality of teaching and learning and the curriculum • Evidence of working successfully as a leader of a team • An up to date working knowledge of the National Curriculum • A breadth of appropriate classroom teaching experience • Evidence of successfully developing parental/community involvement 	<ul style="list-style-type: none"> • Leadership experience at Deputy Headteacher level or equivalent • Teaching experience in more than one school • Detailed knowledge of special educational needs practice and the latest legislation • Experience of budget management 	a i r i p
Skills and competencies		
<ul style="list-style-type: none"> • Ability to lead and manage people to work towards common goals • Ability to initiate and lead change successfully • Ability to monitor and evaluate standards and quality • Ability to motivate and inspire the school community and partners • Ability to communicate effectively to a range of audiences • Commitment to include and make a difference for every child • Ability to delegate responsibility effectively • Ability to delegate appropriately in managing the organisation 		a i r p p

Personal qualities and attributes

- Working under pressure and with competing priorities
- An effective communicator
- Interpersonal awareness and concern for impact
- Resilient
- Lead by example with high professional standards
- Ability to reflect and respond to advice

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Key to assessment methods:

a - application form

i - interview

r - references

g - assessed group work

p - presentation