Sir John Heron Primary School

School Road, Manor Park, London, E12 5PY

Post of Headteacher – Job Description

Job Title	HEADTEACHER
Grade	L18 – L24 (INNER LONDON)
Responsible to	The Governing Body
Principal Responsibilities	The headteacher will be responsible for the internal organisation, management and control of the school, including the resourced provision and 30-place part-time Nursery, in accordance with safeguarding legislation, School Teachers' Pay and Conditions Document, the policies of the governing body (including its annual budget), applicable legislation and the policies of Newham Council. The headteacher, working with the governing body, senior leadership team and school staff will develop a strategic view for the school in the context of its wider community and will ensure accurate school self-evaluation to inform school improvement planning.

This job description should be read in conjunction with the National Conditions of Employment for Headteachers

Specific Responsibilities

Qualities and knowledge

Headteachers:

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. Maintain links with parents to impact children's learning.

4. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own experience, expertise and skills, and that of those around them.

5. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.

6. 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.

7. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

8. Assist in the academisation process under consideration by governors.

Pupils and staff

Headteachers:

1. Demand ambitious expectations 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' well-being.

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.

Systems and process

Headteachers:

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.

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.

The self-improving school system

Headteachers:

1. Create outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.

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

Promoting equality and diversity:

1. To accept everyone has a right to his or her distinct identity.
2. To treat everyone with dignity and respect and foster good relations between our diverse communities.

Developing Self and Others :

1. To use processes and put processes in place to generate an outstanding learning environment.

2 To focus on the strengths and requirements of all individuals and enable them to further their skills and knowledge.

3 To be self-aware and role model continuous self-development.

Safer Recruitment – The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Sir John Heron Primary School
Post of Headteacher – Person Specification

Selection will be based on the criteria outlined below which are aligned to the 2015 National Standards for Headteachers. At each stage of the process, an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

When completing your application you should ensure that you address each of the selection criteria through reference to work or other relevant experience

MINIMUM ESSENTIAL REQUIREMENTS	METHOD OF ASSESSMENT
Professional experience • Headship, deputy headship or assistant headship experience Demonstrate extensive teaching experience within the primary age range, including early years. • Demonstrate curriculum planning and implementation. • Successfully planned, implemented and evaluated whole school improvement projects. • Demonstrate knowledge and understanding of the new National Curriculum. • Demonstrate how to use data to drive improvements in pupil progress. • Effective involvement with parents, carers and governors.	Application, Interview & Assessment
Leading teaching and learning • Demonstrate a drive to instill an expectation of high standards and good progress in all pupils • Review, develop and manage the curriculum for the whole of the primary age range, including early years and pupils with SEND • A track record of enabling teachers to secure consistently good and outstanding quality teaching for all pupils. • Willing to challenge average and below average performance through monitoring, evaluation, target setting and appraisal. • Encourage and implement an inclusive caring and respectful learning environment. • Understand the importance of using the pupil premium grant to enhance the learning of its target cohort. • Create a climate that promotes and values achievement for all.	A, I & A
Successful staff development • Conversant with the appraisal process and understand the requirements for teachers to achieve career stage expectations. • Raise expectations through the demand of high standards of performance	A, I & A

• Plan effectively leading to clear delegation of tasks and devolution of responsibilities. • Ensure staff training and inset is linked to the School development Plan and monitor the impact of training in raising standards and the quality of teaching. • Ensure workload is manageable and outcomes are achievable. • Communicate effectively and appropriately to a wide range of stakeholders.	
Managing the organisation • Establish and sustain appropriate organisational structures and systems. • Manage the school efficiently and effectively on a day to day basis. • Focused and determined in leading the school to become good and outstanding in standards, teaching, pupil progress, behavior safety, leadership and management. • Identify strengths and weaknesses in the school and produce an action plan to respond to findings. • Prioritise issues for school improvement and actively monitor as well as evaluate progress against action plan • Demonstrate robust financial and resource management skills • Demonstrate a commitment to work with governors to enable them to meet their responsibilities. • Maintain and develop the strong SEND provision within the school. • Continue to work collaboratively with members of the Senior Leadership Team to improve standards.	A, I & A
Personal qualities • Continue to promote Sir John Heron's strong educational philosophy and values. • Inspire, challenge, motivate and empower teams and individuals to achieve high goals. • Be a positive role model at all times, a highly effective and respected representative of the school. • Be approachable and person centered. • Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children. • Build and maintain quality relationships through interpersonal skills and effective communication. • Demonstrate personal and professional integrity, including modelling values and vision. • Inspire trust and confidence across the school and community. • Manage and resolve conflict. • Be aware of own strengths and areas for development and listens to and reflects constructively and acts upon feedback from others. • Demonstrate a capacity for sustained hard work with energy and vigour.	A, I & A
Safeguarding • Displays a commitment to the protection and safeguarding of children • Has up-to-date knowledge and understanding of relevant legislation	

and guidance in relation to working with, and the protection of, children. • Will co-operate and work with the relevant agencies to protect children. • Committed to establishing and sustaining a safe learning environment.	A, I & AC
Educational qualifications and training • Qualified teacher status • Evidence of recent and relevant continuing professional development	Application Form
Promoting Equality and Diversity Understand how knowledge of our diverse communities can help us to deliver effective services and reduce disadvantage in the borough. Challenge behaviours and processes which do not support the elimination of discrimination; advance equality of opportunity; and foster good relations, **Pupil and Family Wellbeing**Listen and respond to children and their families, and seek out innovative ways of consulting and engaging them. Network with external agencies to develop services for the benefit of the children and their families. **Developing Self and Others** Coach and mentor others. Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Apply a range of development activities to develop and train staff. Strive for improvement and take responsibility for own development. Be self-confident and lead by example	A & I A & I A, I & A
Application form and letter The forms should be fully completed and free from error. The supporting statement should be clear and concise and written under the headings below. It should be no more than 3 sides of A4, Arial point 11. • **Professional experience** • **Leading Teaching and Learning** • **Successful Staff Development** • **Managing the Organisation** • **Personal Qualities**	