

Job Description: Headteacher (Designate)

Accountable to: Local Governing Body and Trust

Salary range: Negotiable to attract the best

Main Purpose:

- Devise, agree and implement a post-opening strategic plan that realises and sustains the Trustees' vision for the school to which you are appointed.
- Ensure that learning is at the heart of everything the school does.
- Develop a culture that promotes inspired teaching and outstanding learning.
- Develop school policies and practices that promote effective learning in a safe and secure environment.
- Take a strategic role in the development and use of existing and emerging learning resources to ensure continuous improvement in learning experiences and pupil outcomes.
- Continuously monitor, evaluate and review every aspect of school life.
- Take any and all legitimate actions necessary to achieve successful outcomes in keeping with strategies and targets agreed with the Local Governing Body and Trust.

Planning and setting expectations:

- Adopt, take forward and develop the vision and ethos of the school.
- Set the tone of the school in keeping with its character as an all-ability free school within the BPET family of schools.
- Lead and manage strategic planning, which identifies priorities and sets targets to ensure that pupils make progress and achieve high standards and that staff work to their maximum potential.
- Carry out effective monitoring, evaluating and reviewing procedures to manage whole school improvement.
- Think creatively to anticipate and solve problems and identify opportunities.

Teaching and planning pupil learning:

- Create and maintain a climate and code of conduct which promote and secure successful learning through effective teaching. Sustain high standards of achievement and promote positive behaviour through whole school behaviour management.
- Determine, organise and implement an appropriate curriculum to meet the needs of the twenty first century child in the context of the character of the school.
- Operate and sustain monitoring and assessment procedures, acting upon any identified areas for development and improvement.
- Monitor and evaluate the quality of teaching and the standards of pupils' learning including those identified as being Gifted and Talented and those with Special Educational Needs, in order to set and meet challenging targets.
- Promote positive practices for developing good race relations and dealing with harassment.
- Ensure that improvements in literacy, numeracy and information and communication technology are priority targets for all pupils, including those

identified as being Gifted and Talented and SEN pupils.

- Ensure that pupils develop study skills in order to learn more effectively and with increasing independence.

Assessment and evaluation

- Monitor, evaluate and review the effects of policies, priorities and targets and take action as necessary.
- Ensure the use of comparative data, which is pupil specific in order to establish benchmarks and set targets for improvement.

Pupil achievement:

- Make explicit to pupils, parents, teachers and the wider community, the school's and Trust's high expectations for all children.
- Ensure resourcing and staffing are dedicated to achieve the highest standards for all pupils.
- Ensure that effective mentoring and tutorial systems are in place to support pupil achievement.

Relations with parents / carers and the wider community:

- Account for the efficiency and effectiveness of the school to the governors and others including pupils, parents, staff, and the local community.
- Develop positive relationships with the community, including business and industry, to extend the curriculum and enhance learning and teaching.
- Create and maintain a successful partnership with parents and the wider community to support and improve pupils' achievement and personal development.
- Maintain liaison with secondary schools, other primary schools, and relevant agencies related to pupil welfare and achievement.
- Present a coherent and accurate account of the school's performance in order to inform a range of audiences, including governors, the Trust, the LA, the local community and Ofsted.
- Ensure that parents and pupils are well-informed about the curriculum, progress and attainment and about their shared responsibilities.

Managing own performance and development:

- Participate in arrangements for Performance Management and take responsibility for own professional development.
- Prioritise and manage own time effectively.
- Work under pressure and to deadlines.
- Sustain own motivation and that of other staff.

Managing and developing staff and other adults:

- Directly line manage the Deputy Headteacher, Key Stage Coordinators and SENCO.
- Implement and sustain effective performance management systems.

- Support and co-ordinate high quality professional development to enable staff to fulfil their roles to the best of their abilities.
- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are sustained between staff and pupils.
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Lead professional development of staff through example.

Managing resources:

- Work with governors and senior colleagues to recruit staff of the highest quality.
- Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided.
- Set appropriate priorities for expenditure, allocate funds and ensure effective administrative control.
- Manage and organise accommodation efficiently and appropriately to ensure that the needs of the curriculum and health and safety regulations are met.
- Manage, monitor and review the range, quality, quantity and use of all resources in order to improve pupils' achievements and secure value for money.

Strategic Leadership:

- Provide direction to secure the highest level of achievement for each pupil; sustain the growth of their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of future life including secondary schooling.
- Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the Trust, the DfE, the local community and Ofsted.
- Lead by example, provide inspiration and motivation, and embody for the pupils, staff, governors and parents the reality of the school's vision.
- Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short-term objectives to sustain school improvement.
- Ensure that the management, organisation and administration of the school support its vision and aims.
- Provide information, objective advice and support to the Governing Body to enable it to meet its statutory responsibilities to provide effective learning and teaching, improve standards of achievement and secure excellent value for money.

Pre-opening Phase to September 2014:

- Work with Proposers and the appointed project team to recruit teaching and support staff.
- Liaise with contractors and EFA/DfE including in terms of site and buildings development, ICT and financial planning.
- Participate in consultation and marketing activities involving prospective parents and carers, community members and all stakeholders.

- Contribute to development of school documentation including policies and education planning.
- Assist fully with preparation for, and participation in, free school processes for DfE Checkpoint meetings, Registration as an Independent School, the Pre-opening Ofsted visit and the Readiness to Open meeting.

No job description can account fully for all tasks needing to be performed by a Headteacher, and as such the contents of this document should not be seen as exhaustive. The Headteacher will be required to carry out such duties as may reasonably be required by Governors and the Trust in the conscientious execution of their duties as Headteacher.

Person Specification: Headteacher (Designate)

Accountable to: Governing Body and Trust

Salary range: £Highly Competitive

Category	Essential	Desirable
1. Qualifications	Honours degree from a recognised university	Qualified teacher status NPQH Masters or equivalent in relevant discipline
2. Experience	Experience of Senior Leadership in a 4-11 school as a Deputy Headteacher or Assistant Headteacher Successful experience of leading one or more Key Stages 1/2 or equivalent Substantial, successful teaching experience with evidence of high quality teaching ability	Teaching experience in Foundation Stage, or KS1 or KS2 Experience of teaching in more than one 4-11 school with all-ability diverse intake
3. Professional Development and Experiential Learning	Evidence of continuing professional development relating to school leadership and management, and curriculum / teaching and learning	Experience of working with other schools/organisations /agencies Experience of leading/ co-ordinating professional development opportunities Ability to identify own learning needs and to support others in identifying their learning needs
4. Strategic Leadership	Ability to articulate and share Trustees' vision of primary education within the context of the Free School movement Evidence of having successfully translated vision into reality (whole-school) Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school	Experience as an executive leader across institutions Experience of managing capital projects

	<p>Evidence of successful strategies for implementing whole-school plans</p> <p>Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these</p> <p>Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils</p> <p>Understanding of and commitment to promoting safeguarding of pupils</p>	
5. Teaching and Learning	<p>Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</p> <p>A secure understanding of assessment strategies</p> <p>Experience of effective monitoring / evaluation of and intervention in teaching and learning</p> <p>Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</p>	<p>Experience of e-learning including as a user of blended learning provision or scripting e-learning resources</p> <p>Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to pupil personal development</p>
6. Leading and Managing Staff	<p>Experience of working in and leading staff teams</p> <p>Ability to delegate work and support colleagues in undertaking responsibilities</p> <p>Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues</p> <p>Understanding of effective budget planning and resource deployment</p>	<p>Experience of working with governors to enable them to fulfil their responsibilities</p> <p>Successful involvement in staff recruitment, appointment/induction, understanding the context of a Free School</p> <p>Understanding of how financial and resource management enable a school to achieve its educational priorities</p>

7. Accountability	<p>Ability to communicate on school performance effectively, orally and in writing to a range of audiences</p> <p>Ability to provide clear information and advice to staff and governors</p> <p>Secure understanding of effective performance management</p>	<p>Leading sessions to inform parents</p> <p>Experience of offering challenge and support to improve performance e.g. SIP</p>
8. Skills, Qualities & Abilities	<p>High quality teaching skills</p> <p>Strong commitment to the vision and ethos of the school</p> <p>Commitment to their own personal development and that of pupils</p> <p>High expectations of pupils' learning and achievement, academic and non-academic</p> <p>Strong commitment to school improvement and raising achievement for all</p> <p>Ability to build and maintain good relationships</p> <p>Ability to remain positive and enthusiastic when working under pressure</p> <p>Ability to organise work, prioritise tasks, make decisions and manage time effectively</p> <p>Empathy with children</p>	<p>Ability to manage public relations</p> <p>ICT</p>

	<p>Good communication skills</p> <p>Good interpersonal skills</p> <p>Stamina and resilience</p> <p>Flexibility</p> <p>Confidence</p>	
<p>9. References</p>	<p>Positive recommendation in 2 professional references</p> <p>CRB(E) / DBS clearance</p>	