

Uplands Manor Primary School

Job Description – Head Teacher

Job title:	Head Teacher
Salary range:	L22 – L28 (£79,112 to £91,633)
Responsible to:	The Governing Body
Supervisory responsibility:	Deputy Head Teachers, Assistant Head Teachers, Strategic Business Director
Responsible for:	Carrying out the duties of a Headteacher as set out in the current School Teacher’s Pay and Conditions document, the National Standards for Head Teachers and the policies and procedures of the Governing Body.

1. Shaping the Future

- a. Work with the Governing Body and others, to develop the strategic direction for the school, resulting in a collaborative, ambitious vision, which will be used in the School Improvement Plan (SIP) to enable the school to continue to improve and move towards ‘outstanding’.
- b. Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities, ensuring that learning is at the centre of strategic planning and resource management.
- c. Ensure that the vision is shared, understood and consistently acted upon by the whole school community.
- d. Set ambitious targets for achievement and ensure that the school community understands the need to have high standards and expectations of themselves and others.
- e. In conjunction with the Governing Body, regularly review the staffing structure for the school and take appropriate action to make changes as required.
- f. Manage the school’s financial and human resources effectively and efficiently to achieve the school’s educational goals and priorities.
- g. Develop a long-term finance plan to ensure that resources are available and effectively used to meet the clear priorities of the SIP.
- h. Monitor the SIP and initiatives regularly through self-evaluation of the school, pupil progress data, lesson observations, feedback from senior leaders and external sources and act to ensure improvement is continuous in all areas.

- i. Secure a rich environment and a broad, balanced and creative curriculum that promotes successful teaching, learning and high standards of achievement and engagement, identifying and recognising good practice.
- j. Promote the intellectual, spiritual, moral, cultural and physical development of pupils through strong professional and personal leadership. Securing the conditions for all pupils to develop to their full potential irrespective of social or economic factors, race, gender, ethnicity, disability or learning needs.
- k. Be responsible for promoting and safeguarding the welfare of children and young people within the school and support the work of the designated safeguarding lead.
- l. Develop links with other schools, in particular across our learning community in Smethwick, in order to share best practice and to drive school improvement.
- m. Maintain a positive partnership between all members of the school and the wider community and ensure that the school has an open and inclusive ethos.
- n. Deal successfully with situations which may include change and / or conflict resolution.

2. Leading Teaching and Learning

- a. Develop a culture of high expectations where high quality teaching and learning becomes the norm.
- b. Be an excellent role model, exemplifying a highly effective standard of teaching and promoting high expectations of behaviour and classroom management to all members of the school community.
- c. Ensure that all pupils have their progress monitored robustly, through regular and accurate assessments, appropriately delivered and evaluated interventions and professional dialogues where staff are held to account by senior leaders.
- d. Ensure that children who meet the criteria for Pupil Premium funding have been identified; strategies implemented, interventions evaluated and children are tracked and robustly monitored in order to narrow the gap between different groups of children.
- e. Ensure that the school is inclusive and has excellent provision and support for pupils with Special Educational Needs (SEND), English as an Additional Language (EAL), and those who are vulnerable.
- f. Ensure that transition into school, and between years and phases is effectively managed.
- g. Ensure that the organisation and implementation of the curriculum enables staff to deliver highly effective teaching and learning so that pupils are engaged, focused and can achieve.

- h. Ensure that the monitoring and evaluation of lesson planning, learning, teaching, assessment, pupil voice and levels of attainment are effective in delivering continuous improvement and are appropriate to meet every pupils' needs.
- i. Monitor and evaluate the priorities and targets in the SIP and review their impact on standards and quality, and take any follow up action as may be necessary.

3. Developing Self and Working with Others

- a. Motivate staff through effective distributed leadership, personal example and excellent communication thereby developing and empowering individuals and sustaining effective teams that deliver improvements in teaching and learning and standards across all phases.
- b. Foster an open, transparent and equitable culture, with clear policies and procedures which are known and understood by all.
- c. Solve problems and resolve conflict through firm but sensitive leadership and management.
- d. Encourage a culture of self-development and continuous professional development through providing opportunities for distributed leadership, mentoring, training and networking.
- e. Work with staff to maximise their contribution toward improving and maintaining the quality of education provided and standards achieved.
- f. Ensure that constructive working relationships are formed within school teams and between pupils and staff.
- g. Support and motivate staff to carry out their responsibilities and achieve high standards, and be prepared to take appropriate action when performance is unsatisfactory.
- h. Carry out appraisal of the Senior Leadership Team (SLT) with regular reviews of their overall performance and achievement of objectives.
- i. Ensure that the whole school appraisal and pay policies are fully implemented and report annually on their effectiveness to the Governing Body.
- j. Plan, allocate, support and evaluate work undertaken by staff, whether working individually or in teams, ensuring clear delegation and definition of roles and responsibilities.
- k. Identify and undertake professional development opportunities to further develop own leadership skills to benefit self and the school.

4. Managing the Organisation

- a. Be responsible for the internal organisation, management and control of the school.
- b. Recruit and retain high quality teaching and support staff and ensure that safer recruitment requirements are met.
- c. Ensure that the range, quality, quantity and use of all available resources are focused on improving the quality of education, improving pupil achievements and securing value for money.
- d. Be responsible for the efficiency and effectiveness of the school, in particular the management of the school's human and material resources and ensure that the school premises are maintained, safe, clean and secure.
- e. In conjunction with the Governing Body ensure that the annual budget for the school is prepared appropriately and includes priorities for expenditure and the allocation of funding is in line with the finance strategy and the SIP.
- f. Ensure that the school accounting systems are sound and effectively managed by the Strategic Business Director (SDB) and adequate financial, safeguarding, educational and administrative records are kept.
- g. Ensure recommendations from any audit reports are implemented appropriately.
- h. Ensure both the external and internal areas of the school are tidy, attractive and fit for purpose.
- i. Ensure the school is compliant with health and safety legislation.

5. Securing Accountability

- a. Develop an organisation in which everyone shares knowledge and understanding and accepts collective accountability for the success of the school.
- b. Engage the school community in systematic and rigorous self-evaluation of the work of the school.
- c. Collect, use and share a variety of data including external evaluations and comparative data to understand the strengths and weaknesses of the school in order to raise standards and promote achievement and accountability for pupil learning.
- d. Be accountable for the development, implementation and review of all school policies, procedures and activities, to monitor and report on progress and outcomes and take or propose action where necessary.
- e. Be a member of the Governing Body.

- f. Develop and sustain effective relationships with the Governing Body to ensure effective governance of the school and the discharge of Governing Body responsibilities.
- g. Determine, maintain and review effective reporting systems which appropriately inform stakeholders on relevant school matters, including regular reports to the Governing Body.
- h. Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including the Governing Body, parents, staff, LA, and Ofsted.

6. Strengthening Community

- a. Ensure parents are well informed about the progress of their children, curriculum provision, school policies and achievements and about the contribution they can make to the success of the school, through reports, letters, meetings and the school's web site.
- b. Be fully appraised and aware of educational and other appropriate developments whether national or local and assess their impact on the school.
- c. Enhance and sustain the school's standing and role within the local community.
- d. Develop and implement a clear communication strategy for the school to ensure an accurate, consistent and informative approach across all media is used.

The duties outlined in this job description are in addition to the duties and responsibilities of Head Teachers as set out in the Annual Teachers Pay and Conditions Document. The duties are not exclusive and may be modified by the Governing Body, after discussion, to reflect or anticipate changes in the job, commensurate with the salary and job title.

This job description is not a contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as a contract changes or as the organisation of the school is changed.

Signature of Head Teacher

Date

Signature of Chair of Governors

Date

Uplands Manor Primary School Person Specification – Head Teacher

Minimum Essential Requirements		Form of Assessment
Qualifications and experience	<ol style="list-style-type: none"> 1. Qualified teacher status. 2. Award of the National Professional Qualification for Headship or other relevant professional qualification 3. Proven senior leadership and management experience of at least 3 years, as a successful Head Teacher or as a Deputy Head Teacher in a primary school 4. Proven success in improving standards within a primary school 	<p>Application form Application form</p> <p>Application form and interview</p> <p>Application form</p>
Shaping the future	<ol style="list-style-type: none"> 5. Be able to identify and communicate a clear vision for the future which will be understood and acted upon by the whole school community. 6. Evidence of leading whole school improvement initiatives that have had impact on pupil attainment, and enhanced standards in teaching and learning. 7. Evidence of thinking and acting strategically. 	<p>Application form</p> <p>Application form and interview</p> <p>Application form and interview</p>
Leading teaching and learning	<ol style="list-style-type: none"> 8. Proven experience of significantly raising pupil achievement and a strong commitment to ensuring that every pupil succeeds. 9. Evidence of designing and implementing an effective monitoring framework to promote teaching and learning. 10. Significant experience in evaluating and using data to plan and improve pupil performance. 11. A clear understanding of what makes highly effective teaching and the ability to develop a culture where striving for the highest standard of teaching and learning is central to the school's work 12. Evidence of implementing effective strategies which improve attendance, punctuality and behaviour. 	<p>Application form</p> <p>Application form</p> <p>Application form</p> <p>Interview</p> <p>Application form</p>
Developing self and working with others	<ol style="list-style-type: none"> 13. Significant experience of training, developing and empowering other leaders to improve teaching and learning across all phases. 14. Evidence of having high expectations of staff, the ability to evaluate their performance and to tackle any underperformance robustly 	<p>Application form</p> <p>Application form and interview</p>

Managing the organisation	15. An understanding of the way in which appropriate structures and systems support decision making to ensure delivery of the School Improvement Plan (SIP)	Application form and interview
	16. Experience of successful change management.	Application form
	17. Proven experience of effectively implementing safeguarding procedures for children and staff.	Application form
	18. Strong financial management skills with experience of making effective use of resources.	Application form and interview
	19. Proven experience of ensuring that the school is fully inclusive and provides equal opportunities for all, including the effective use of Pupil Premium funding.	Application form and interview
Securing accountability	20. A track record of effective working relationships with all school stakeholders.	Application form
	21. An understanding of how to create whole school community accountability systems combining data from a range of sources in order to maximise the achievement of children.	Application form
Strengthening community	22. An understanding of how the Head Teacher can strengthen the school's position in the local and national community.	Application form and interview
	23. A clear understanding of the implications and issues to families and children in the school as a result of high free school meals, EAL, mobility, overcrowding, poverty and other impending social and educational changes.	Application form and interview
Interpersonal skills	25. Ability to delegate effectively and involve stakeholders in decisions about school improvement.	Application form and interview
	26. Ability to listen to and understand children, parents, staff and governors.	Interview
	27. Ability to work flexibly and under pressure.	Interview
	28. Ability to deal with difficult conversations and conflict effectively at every level.	Application form and interview