

Headteacher of Brindishe Green Primary School From September 2018

Salary*: competitive and depending upon experience but within the range of Leadership point 18 and Leadership point 24

Job Description and Person Specification

Main purpose of the job:

The Headteacher will promote and support the vision and direction of Brindishe Green School by providing the day-to-day leadership that will enable it to succeed and provide high quality education for its children. The Headteacher has leadership and management of the school on a day-to-day basis, will manage the leadership group of the school and is the first point of contact for all stakeholders and external agencies in matters relating to the school. The Headteacher of Brindishe Green School will be an ambassador for the school and will promote and raise its profile in the wider community.

The Executive Head has overall and strategic responsibility for all three Brindishe Schools and will support and advise the Headteacher in each school. The Executive Head is the Headteacher's line manager.

Key responsibilities:

The Headteacher will raise standards of achievement, working with the Executive Head, school leadership team and Brindishe Federation Governing Body to provide an environment in which all staff and children are enabled to achieve success and to build towards achieving their potential.

The Headteacher will be responsible for all day-to-day management of the children, staff, adult users, resources and building, so-as to promote and secure the achievements and well being of all children and adults.

The Headteacher will have a key part in ensuring the effective management of children's behaviour by actively promoting good behaviour, supporting staff and parents in promoting good behaviour in all children and ensuring that all children and adults are enabled to succeed in school without hindrance or disruption.

The Headteacher will be responsible on a day-to-day basis for the internal organisation, management and control of the school. In carrying out their duties the Headteacher will consult and liaise with and work in partnership

* No. of pupils in the Brindishe Federation places the post in the middle of the Group 4 school range

with the Executive Head. He / she will consult, as appropriate, with the Local Authority, the Governing Body, the school staff, the children and the parents and carers of its children.

Staff are seen as the major resource in achieving the school's success. The Headteacher therefore has the major role of effectively managing, encouraging, developing and supporting staff and actively and visibly demonstrating his / her responsibility towards them. The Headteacher will be closely involved with the Executive Head in recruiting, retaining and deploying staff appropriately so that the goals and targets for the school can be achieved.

Vision, direction and development

The Headteacher will:

- Work with the Executive Head in developing and sharing the vision and direction of Brindishe Green School maintaining the school's ethos and identity
- Work with the Executive Head in developing both strategic and operational plans for securing the vision and direction of the school based on wide consultation with all relevant stakeholders
- Work with the leadership teams of Brindishe Schools to share outstanding practice across the schools' communities
- Work with the Executive Head and staff to strengthen inclusion at Brindishe Green
- Work with the leadership team, staff and governors to produce School Development Plans and translate these development plans into action plans that identify clear achievable targets and outcomes
- Work with the leadership team, staff and governors to rigorously evaluate progress towards targets and outcomes
- Ensure that, working with the Executive Head, all school policies are regularly reviewed and updated and that staff and governors are involved in this process
- Advise and support staff and governors in policy development and implementation

Teaching and learning, well being and safeguarding

The Headteacher will:

- Ensure that the school works closely with parents and carers, with the community and with other agencies to provide for the academic, spiritual, moral, cultural, social and emotional needs of all children at Brindishe Green School
- Ensure that statutory requirements for the National Curriculum are met
- Ensure that all children are enabled to access a broad, balanced and relevant curriculum

- Ensure that the Brindishe Curriculum, provision and pastoral care of the school is appropriate to the children's differing experiences, interests, aptitudes and backgrounds
- Give priority to developing high quality teaching and learning across the school
- Ensure that a system for monitoring and developing the quality of teaching and learning is in place
- Ensure that there is an effective system for assessing, recording and reporting of children's progress
- Encourage new developments and creativity in the curriculum and capitalise on local and national initiatives
- Develop and implement effective policies for ensuring that children's behaviour is appropriate and supportive to their own learning and the learning of others
- Implement and keep under review a fair and effective discipline policy which protects the rights of all users to a safe and harmonious learning / working environment and is firmly based on and rooted in securing and promoting good relationships

Leading and Managing Staff

The Headteacher will:

- Liaise with the Executive Head and Governors in the recruitment and selection of teaching and support staff
- Manage effectively the day-to-day deployment and performance of all staff
- Support the Executive Head in carrying out the requirements for Performance Management / Staff Appraisal
- Support the Executive Head and Governors in creating and maintaining excellent working relationships amongst all members of the school community
- Motivate and support staff by identifying and addressing areas for development and building on their strengths
- Promote the highest standards of courtesy and mutual respect amongst all members of the school community
- Ensure that all staff carry out their professional duties in accordance with their job description and within national guidance and regulations and local agreements
- Encourage and model open-mindedness, agility, initiative, transparency, and integrity, team work and working in partnership
- Develop and strengthen leadership and distributed leadership across the school

Efficient use of resources

The Headteacher will:

- Work with the Executive Head and the Governing body on setting

and using the school budgets to deliver a quality education and to meet the objectives of the school development plans

- Manage the agreed budget on a day-to-day basis ensuring effective administration and control and value for money
- Monitor the budget and with the Executive Head make appropriate adjustments to spending patterns in accordance with all financial regulations and audit requirements
- Manage and organise the day-to-day use of the building and grounds so that it meets the needs of the curriculum and health and safety requirements
- Ensure that all staff and children contribute towards building and maintaining a positive learning and working environment for all
- Support the Executive Head in securing additional and sufficient resources for the school

Accountability

The Headteacher will:

- Work with the Executive Head to ensure that all adult users of the school and site are aware of and adopt safe practices and that all activities comply with current legislative requirements
- Work closely with the Executive Head and with the Chair and members of the Governing Body as appropriate and build and sustain a positive working relationship
- Provide information, advice and support to the Executive Head and to the Governing Body based on a well-grounded and practical knowledge of the school on a day-to-day basis
- Work with the Executive Head to ensure that the school staff and governors collect, receive and use performance data to support school improvement and raised levels of achievement
- Work with the Executive Head to update and report the school's self evaluation for Ofsted and collect evidence to support judgments made in evaluating the school's success
- Keep parents / carers informed about their child's attainment and progress. Support them in understanding how they can contribute to supporting their child's learning

Partnership

The Headteacher will:

- Develop and encourage working partnerships with parents and carers
- Develop and encourage good relations between all Brindishe Schools and the local community
- Develop and encourage an effective partnership with the community of Brindishe Schools drawing upon the strengths and expertise of both groups of staff and governors, sharing information and ideas

and working collaboratively with all staff and Governors across the federation

- Encourage inter-school links and events of mutual benefit to all of Brindishe Schools' children
- Develop and encourage mutually supportive working relationships with all local schools and academies and all relevant agencies including and especially the Local Authority and Social Care and Health professionals

Person Specification

The person specification is a picture of the skills, knowledge and experience needed to carry out the job. It has been used to draw up the advertisement and will also be used in the shortlisting and interview process for this post.

COMPETENCIES

Method

Application (A)

Interview (I)

Qualifications and professional status

1. Qualified Teacher Status (QTS) (A)
2. Recent, relevant and recognised school leadership award or qualification (A)

Knowledge

1. A very good understanding of how to describe, develop and share a vision for an outstanding primary school with all relevant stakeholders (AI)
2. A thorough knowledge of the national and the extended curriculum and teaching and learning in the Early Years Foundation Stage, Key Stages 1 and 2 (AI)
3. An understanding of effective and inclusive school development planning processes (I)
4. An understanding of the issues involved in creating, leading and empowering teams (I)
5. An understanding of how a school can monitor and support the needs of all of its children and groups of children (e.g. different ethnic groups, genders, social class, abilities...) (AI)
6. An understanding of the issues to be considered in the successful development and application of school policies (AI)

7. A thorough knowledge of how to develop and apply effective strategies for promoting good behaviour in a primary school (AI)

Skills

Management

1. Necessary skills to successfully manage the school's resources, curriculum and staff (I)
2. Necessary skills to manage key areas of the school budget, to create, generate, devise and respond to income generating projects and to secure successful strategies for increasing the school's resources (I)
3. Ability to use IT and MIS systems to support school management and to increase the school's efficiency and effectiveness (AI)
4. Necessary skills to effectively and efficiently manage communication, administration and all resources including human resources / personnel (AI)

Interpersonal

1. Ability to communicate clearly both orally and in writing (AI)
2. Proven experience of developing and maintaining good relationships with pupils, parents and carers, colleagues and governors demonstrating the ability to remain flexible, be open to ideas and to stay calm under pressure (AI)
3. Ability to demonstrate effective interpersonal skills, in particular to gain the confidence, trust and respect of staff and children and to lead by example (AI)

Leadership

1. Ability to innovate, promote new ideas and manage change, recognising and developing existing staff expertise and encouraging teamwork, partnership and collegiality (AI)
2. Ability to raise the standards and achievement of all pupils and in particular to ensure that cohorts at the end of key stages 1 and 2 reach national expectations in English, Maths and Science (A)
3. Ability to lead staff in securing and monitoring curriculum development and implementation and in monitoring impact and learning outcomes (A)

4. Ability to carry a very wide and diverse portfolio of responsibilities, to work under pressure and to deadlines and to lead staff in managing change (AI)
5. Ability to recognise, model and communicate outstanding practice in teaching and learning and in school leadership at all levels (AI)

Experience

1. Successful management experience including experience of managing in a school where children and families are drawn from a wide range of cultural backgrounds and represent a wide range of abilities and social circumstances (A)
2. Experience of developing and maintaining good relationships between and with all school users (AI)
3. Experience of designing and using effective systems for ensuring that a school runs as a smooth and efficient organisation (A)
4. Evidence of recent and relevant professional development (A)
5. Experience of being responsible for the successful management of the implementation of national and school devised strategies (AI)
5. Evidence of successful, recent, primary teaching (A)
6. Experience of using IT to support teaching and learning (A)
7. Experience of managing budgets and finances and resources in accordance with the priorities of the school (AI)
10. Experience of promoting the professional development of staff including monitoring performance and performance appraisal and review (AI)
11. Experience of working in partnership with parents/carers and of working in partnership with outside agencies (AI)
12. Experience of working in partnership with another school / other schools to bring mutual benefit to staff and children (AI)

Inclusion, diversity and accessibility

1. Evidence of a commitment to the principles of equality of opportunity, inclusion and safe recruitment (AI)
2. Evidence of the ability to develop and to implement strategies, which will enable a school to put these principles into practice (AI)

3. Evidence of how to use a school's resources and expertise to foster the community ethos and develop links with the community in the context of the extended school environment (AI)