

Job Description

Job Title	Headteacher – Alsager Highfields Community Primary School
Leadership pay spine	L15 – L19
Responsible to	Local Governing Board and Executive Head

This job description may be amended at any appropriate time following discussion between the Chair of the Local Governing Board and/or the Executive Head and post holder. It will be reviewed annually and performance management objectives will be agreed.

In addition to the requirements of a classroom teacher and the current conditions of employment as laid down in the STPCD. This job description is framed around the DfE 'National Standards for Headteachers' (2020). At AMAT, these standards of excellence apply to all members of the senior leadership team. All members of SLT are expected to be strategic, aspirational and effective school wide leaders.

Job Purpose, Main Duties and Responsibilities

To provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of Alsager Highfields Community Primary School while at the same time supporting the Executive Head and the development of AMAT.

- To support the Local Governing Board, Executive Head and the Trust board, in providing professional leadership for the school which, in turn, secures success and improvement, ensuring high quality education, improved standards of learning and achievement for all pupils.
- To fully support Alsager Highfields principles of '**A**spirations'. '**C**ommunity Spirit'. '**O**pportunities'. '**R**ich, broad and balanced learning'. '**N**urture' (**ACORN**).
- To be committed to encouraging all our pupils to be global citizens and participate fully in wider society.
- Build system-wide leadership capacity at all levels through actively developing strategic leadership, staffing structures and roles and responsibilities.
- Secure the long-term success of Alsager Highfields Community Primary School by maximising potential through the skills and resources within AMAT
- Work with the Executive Head and Trustees of AMAT to ensure high standards across the Trust, build capacity and support growth.

- To lead school improvement through the championing of outstanding teaching, learning and assessment.
- To provide the highest quality leadership and management of the senior leadership team, staff and pupils.
- To ensure a high-quality school experience for all pupils, securing high quality outcomes.
- To implement as positively and as fully as possible the vision and key objectives of AMAT.
- To be an ambassador for the school and AMAT in the wider community, ensuring that Alsager Highfields Community Primary School is the preferred choice for local parents. To skillfully and continually enhance the school's reputation both directly (through marketing and promotion) an indirectly (through school improvement).
- To continue to develop, promote and ensure implementation of the School Improvement Plan across the school.
- To lead and manage the work of the Local Governing Board.
- To work with the governors, senior colleagues and the Executive Head to recruit staff of the highest quality, deploying and developing staff effectively to improve the quality of education.
- To account for the efficiency and effectiveness of the school to the Local Governing Board and Executive Head, Trustees, pupils, parents, staff and other members of the local and wider community.
- To contribute positively and collegiately to AMAT's Executive SLT.

Person specification

Criteria	Qualities
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status (Essential) • Degree (Essential) • National Professional Qualification for Headship (NPQH) (Desirable)
Experience	<ul style="list-style-type: none"> • Successful leadership and management experience in a school (Essential) • Extensive teaching experience (Essential) • Involvement in school self-evaluation, improvement planning and successful delivery. (Essential) • Demonstrable experience of successful line management and staff development (Essential)
Skills and knowledge	<ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to set targets and identify weaknesses (Essential) • Understanding of high-quality teaching, and the ability to model this for others and support others to improve their own practice (Essential)

	<ul style="list-style-type: none"> • Understanding of school finances and financial management (Desirable) • Effective communication and interpersonal skills (Essential) • Ability to communicate a vision and inspire others (Essential) • Ability to build effective working relationships (Essential)
Personal qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school (Essential) • Ability to work under pressure and prioritise effectively (Essential) • Commitment to maintaining confidentiality at all times (Essential) • Commitment to safeguarding and equality (Essential) • Ability to motivate and work with others to create a shared culture and positive environment (Essential) • A team approach to leadership (Essential)

National Standards for Headteachers 2020

Ethics and professional conduct

To demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

To uphold and demonstrate the [Seven Principles of Public Life](#) at all times. Known as the 'Nolan Principles', these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

To uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school;

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Headteachers' standards

1. School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils

- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

The Headteacher will undertake any other reasonable tasks or duties assigned by the Local Governing Board and/or the Executive Head. He/She also has all the responsibilities of any teacher of Alsager Highfields Community Primary School. Specific priorities in each year will be defined by the Local Governing Board and the Executive Head with the postholder, in line with the school's improvement plan and Trust's development plan.