



Littleton Church of England Nursery & Infant School

Headteacher Job Description

We are seeking a Headteacher who has the passion, drive and enthusiasm to build and develop the school's existing strengths and values. To lead, motivate, develop and inspire a school community that is committed to the God-given uniqueness of every individual and to value them within a loving and inclusive Christian community.

Through our love of God, we are all shaping our school, so that everyone can flourish, achieve, develop resilience and contribute to life in all its fullness.

Our school is underpinned by our Christian vision and our three core values through which we explore many more specific values. We are searching for a dynamic and experienced individual to assume the pivotal role of Headteacher in a small school.

As the leader of the school community, you will model and promote positive attitudes and continue to develop and promote a learning community where we strive to develop strong and meaningful relationships for learning.

Every member of our team is committed to learning and growing for the benefit of our whole school community. We have high aspirations for all our children both academically and pastorally. We ensure that we educate 'the whole child' so that they can flourish within our school.

Main Purpose of the job:

To carry out the duties of a Headteacher recognising the unique features of our school. This is in accordance with the Headteachers' Standards (2020).

Strategic direction and development of the school

- Work with the Governing Body to review and develop the strategic vision for the school in its community, and analyse and plan for the future needs and further development of the school
- Provide vision and direction to secure effective teaching, successful learning and achievement by pupils and sustained improvement in their social, moral, cultural, spiritual, and physical development to prepare them for the opportunities, responsibilities and experiences of later life
- Ensure that a School Development Plan, based on robust self-evaluation, is in place and is delivered and impacts on school improvement
- Enable the Governing Body to challenge and support the school effectively to enable it to meet its responsibilities, by attending meetings and providing timely and relevant information on:
 - Progress against School Development Plan
 - Pupil attainment, progress and achievement and quality of teaching and learning
 - Action arising from Inspections
 - Child safeguarding

- Working with the SBM, propose to the Governing Body a balanced budget that meets the needs and addresses the priorities within the School Development Plan across the planning period.
- Ensure creativity, continuous improvement and the use of appropriate technologies to achieve excellence and a broad curriculum, equipping pupils well for their next stage of education
- Promote the vision and values of the school and demonstrate them in everyday work and practice to allow both children and adults to flourish
- Promote an inclusive environment and positive and respectful relationships across the school community
- Provide SENCO provision across the school

Leading teaching and learning

- Work with staff and the Governing Body to secure and sustain effective learning throughout the school
- Monitor and evaluate the quality of teaching and standards of pupils' achievement across the school, using benchmarks and rigorous analysis of data to identify priorities for school development and setting targets for improvement
- Establish creative, responsive and effective approaches to learning and teaching
- Demonstrate and articulate high expectations and set stretching targets for the whole school community
- Implement strategies which secure high standards of behaviour and attendance
- Ensure a diverse, creative, flexible curriculum
- Implement an effective assessment framework
- Embody excellent leadership together with confident, clear and sensitive oral and written communication skills
- Work in partnership with staff, the wider community and other service providers to maintain and extend the curriculum and sustain a variety of after school provision.

Managing the school

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Leading the safeguarding in the school as Lead DSL
- Create an organisational structure which reflects the school's vision and values and enables the management systems, structures and processes to work effectively in line with legal requirements
- Recruit, retain, develop and deploy staff effectively in order to maintain the highest quality of education and to achieve the vision and goals of the school
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including the Governing Body, parents and carers, to ensure that they are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the school's targets.

Leading and Managing Staff

- Plan, allocate, support and evaluate the work undertaken by all staff, ensuring clear and appropriate delegation of tasks and devolution of responsibilities
- Work closely with the administrative staff to ensure the smooth running of the school
- Put in place effective means of communication with staff that provides them with support, and the information needed to help them in carrying out their duties effectively
- Implement and sustain effective strategies and processes for staff induction and the performance management of staff, including the appraisal process, ensuring it is balanced and robust
- Support subject leaders in the development of core and foundation subjects

- Ensure that staff have access to appropriate, high-standard professional development opportunities
- Ensure that Apprentices/trainees and early career teachers are appropriately trained, monitored, supported and assessed in relation to all relevant standards
- Manage staff with due attention to workload and broader wellbeing
- Maintain a culture of high staff professionalism, ensuring staff understand their professional responsibilities and are held to account
- Sustain a culture of trust and mutual support from the SLT through to all staff
- Demonstrate strong commitment to their own professional development.

Safeguarding

- Promote and uphold a strong safeguarding culture across the school community, ensuring current good practice is sustained and continues to evolve to remain up to date
- Ensure the policies and procedures relating to safeguarding and safer recruitment are adopted by the Governing Body and are fully implemented and followed by all staff
- Ensure sufficient resources and time are allocated to enable the DSL team to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children
- Ensure all staff and volunteers feel able to raise concerns about poor and unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies.

SENCO

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies

This job description is not necessarily a comprehensive definition of the post, and the post holder will be required to undertake other duties appropriate to the grade and character of the work as directed. The post holder's responsibility for promoting and safeguarding the welfare of children and young people with whom they come into contact will be to adhere to and always ensure compliance with safeguarding policies.

Person Specification

Please ensure that you demonstrate that you meet the criteria below within your application, clearly showing impact (where applicable) for criteria marked 'A'.

Criteria	Essential	Desirable
Qualifications and experience		
Qualified Teacher Status	<input checked="" type="checkbox"/>	
National Professional Qualification for Head Teachers (NPQH) or equivalent		<input checked="" type="checkbox"/>
Postgraduate degree or equivalent – SENCO qualification	<input checked="" type="checkbox"/>	
Able to provide evidence of continual professional development	<input checked="" type="checkbox"/>	
Senior Leadership experience as Head, Assistant Head Teacher or Deputy Head Teacher at EYFS, KS1	<input checked="" type="checkbox"/>	
Able to provide evidence of the ability to acquire and apply new skills successfully and knowledge in a professional context	<input checked="" type="checkbox"/>	
Safeguarding		
In addition to candidates' ability to perform the duties of the post, the recruitment process will also explore issues relating to safeguarding and promoting the welfare of children including: <ul style="list-style-type: none"> • Motivation to work with children and young people. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline. 	<input checked="" type="checkbox"/>	
Able to demonstrate commitment to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	<input checked="" type="checkbox"/>	
Shaping the future & managing change		
Proven ability to understand and discuss local, national and global trends in Education	<input checked="" type="checkbox"/>	
Able to communicate and model vision and values both within and beyond the school	<input checked="" type="checkbox"/>	
Experience of successfully initiating, implementing and evaluating change and development	<input checked="" type="checkbox"/>	
Understand and practice inclusion so that all have the opportunity to be the best they can be	<input checked="" type="checkbox"/>	
Lead change and innovation so that others carry the vision forward. Experience of setting and achieving ambitious, challenging goals and targets	<input checked="" type="checkbox"/>	
Leading teaching and learning		
Able to demonstrate ability to implement strategies for raising achievement and achieving excellence for pupils, staff and self	<input checked="" type="checkbox"/>	
Experience in using effective models and principles of learning and assessment for learning, informed by research	<input checked="" type="checkbox"/>	
Demonstrates understanding of the management of behaviour and attendance	<input checked="" type="checkbox"/>	
Proven ability to lead curriculum design and management	<input checked="" type="checkbox"/>	

Able to implement strategies for developing effective teachers to ensure the entitlement of all pupils to effective teaching and learning	<input checked="" type="checkbox"/>	
Able to use data (in a variety of forms), benchmarking and feedback to monitor progress in pupils' learning and development to inform personalisation and identify key objectives for the school	<input checked="" type="checkbox"/>	
Committed to ensuring pupils with additional needs can grow and flourish in the school	<input checked="" type="checkbox"/>	
Developing self and working with others		
Able to develop interpersonal relationships and models of continuing professional development	<input checked="" type="checkbox"/>	
Experience of managing and leading change, managing conflict and empowering all stakeholders in the school	<input checked="" type="checkbox"/>	
Able to demonstrate ability to collaborate and network with others with and beyond the school (including the Trust)	<input checked="" type="checkbox"/>	
Experience of giving and receiving effective feedback and acting to improve personal performance	<input checked="" type="checkbox"/>	
Managing the school		
Able to demonstrate working knowledge of the principles and strategies of school improvement and the principles and practice of distributed leadership and accountability	<input checked="" type="checkbox"/>	
Experience of planning and managing projects for implementing change	<input checked="" type="checkbox"/>	
Ability to create policies, through informed decision making, consultation and informed judgements	<input checked="" type="checkbox"/>	
Knowledge of strategic financial planning, budgetary management and application of the principles of best value	<input checked="" type="checkbox"/>	
Ability to manage a school on a day-to-day basis including delegating management of tasks and monitoring their implementation	<input checked="" type="checkbox"/>	
Securing accountability		
Committed to abiding by education frameworks (including governance) and accountability frameworks with particular attention of self-evaluation and multiagency working	<input checked="" type="checkbox"/>	
Community		
Able to demonstrate insight and anticipate trends that impact on the whole school community	<input checked="" type="checkbox"/>	
Experience of engaging and utilising of the rich and diverse resources within a local community	<input checked="" type="checkbox"/>	
Knowledge of the wider community beyond the school and the opportunities it provides for pupils and the school community		<input checked="" type="checkbox"/>