

## Role Profile and Person Specification

<b>Role:</b>	<b>Headteacher</b>
<b>Location:</b>	<b>Garrick Green Infant and Lodge Lane Infant Schools</b>
<b>Scale:</b>	<b>L13-L19</b>
<b>Responsible to:</b>	<b>Primary Strategic Lead</b>

<b>Responsible for:</b>	Ensuring that all members of the learning community develop into high achieving, confident, healthy, caring and resilient members of their family and community. Leading your team to create a pathway to support children's career aspirations, independence and contribution to society.
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This role profile may be amended at any time following consultation between the Headteacher and Strategic Leader and will be reviewed as required.

### **Core Purpose of the Headteacher**

Promote the fundamental values of The Wensum Trust. The core purpose of the Headteacher is to provide outstanding professional leadership and management for Garrick Green and Lodge Lane Infant Schools and to contribute to the strategic and practical development of The Wensum Trust. The Headteacher will ensure that they establish high quality education (both during and beyond the formal school day) by effectively managing teaching and learning to realise the potential of all students. The Headteacher must establish cultures that promote excellence, equality, and high expectations of all pupils within an environment where mutual respect, tolerance and learning together are the experience of all members of the community.

### **Key Areas of Responsibility for Both Schools**

#### **1. School culture**

Headteachers:

- 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**

Headteachers:

- 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**

Headteachers:

- 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**

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon a relational approach using Emotion Coaching, clear expectations and routines, which are understood and implemented by all staff
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to understanding behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

## **5. Additional and Special Educational Needs and Disabilities**

Headteachers:

- 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**

Headteachers:

- 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
- contribute to and in some instances lead to the success of our trust strategic objectives

## **7. Organisational Management**

Headteachers:

- 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**

Headteachers:

- 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

- contribute to the success of our trust strategic objectives

### 9. Working in Partnership

Headteachers:

- 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
- commit to working together with our partners within and beyond in order to help meet our strategic objectives

### 10. Governance and Accountability

Headteachers:

- 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

<b>Person Specification</b> This section describes the qualifications, experience, skills and knowledge which are essential to do the job to a fully competent level		
Key Areas	Essential Attributes	Desirable
Qualities	<ul style="list-style-type: none"> <li>● Relational</li> <li>● Self-aware</li> <li>● Curious</li> <li>● Accepting</li> <li>● Empathetic</li> <li>● Reflective</li> <li>● A positive can-do attitude</li> </ul>	
Qualifications	<ul style="list-style-type: none"> <li>● Graduate with Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>● Higher degree</li> <li>● NPQH</li> </ul>

<b>Key competencies</b>	<ul style="list-style-type: none"> <li>● Ability to weave our trust vision into all aspects of school life</li> <li>● Ability to give clear and strong leadership and support</li> <li>● Ability to think strategically and successfully implement agreed strategies</li> <li>● Ability to analyse and solve complex issues with an eye for detail</li> <li>● Ability to delegate effectively</li> <li>● Ability to work effectively with staff, pupils, governors, parents and the community</li> <li>● Ability to work with, manage and lead a team</li> <li>● Ability to liaise and work with our strategic team as well as outside agencies to promote the education of all children.</li> <li>● Ability to inspire and lead a year group through the school.</li> <li>● Ability to use data to promote learning and to set targets appropriate to pupils abilities and needs.</li> </ul>	
<b>Abilities</b>	<ul style="list-style-type: none"> <li>● High levels of drive and energy</li> <li>● High levels of interpersonal skills</li> <li>● Commitment to comprehensive education and high student expectations</li> <li>● Ability to reach and justify difficult decisions</li> <li>● Ability to set and achieve challenging, but realistic goals for staff and for students</li> <li>● Ability to support, motivate and inspire others</li> <li>● Resilience</li> <li>● Ability to work as part of a team.</li> <li>● Shows a personal commitment to safeguarding and promoting the welfare and rights of young People</li> <li>● Appreciates the significance of safeguarding and interprets this for all individual children and young people whatever their circumstances</li> </ul>	
<b>Professional knowledge and understanding</b>	<ul style="list-style-type: none"> <li>● Special educational needs, code of practice</li> <li>● Child protection issues</li> <li>● Strategies for school improvement.</li> <li>● Strategies for developing effective pedagogy in practice.</li> <li>● Awareness of different curriculum development strategies</li> <li>● Understanding of Emotion Coaching process</li> <li>● Data analysis and target setting.</li> </ul>	<ul style="list-style-type: none"> <li>● Work related and vocational curriculum and proposed changes 14-19.</li> </ul>

**Links to other job descriptions:**  
**Lead DSL job description**