

**Job Title:** Headteacher

**Post Number:**

**Service / Section:** Learning – Ysgol Esceifiog

**Grade:** Leadership Pay Range

### Overall Job Purpose:

To lead and promote the internal organization and management of the school and to provide a first class education for all pupils. Carry out the professional responsibilities and duties of a Headteacher subject to teachers' current conditions of employment as contained in the School Teachers' Pay and Conditions Document, the School Standards and Framework Act 1998, the minimum standards for Qualified Teacher Status and other current legislation.

**General:** *To comply with the local authority's Corporate Safeguarding Policy and the safeguarding duties and responsibilities which that policy places on every employee, aligning with the core values of the Authority which includes supporting children, adults who may be at risk and their families to keep them safe and healthy.*

### Main Duties / Responsibilities:

#### **STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL:**

1. Provide strategic leadership and develop and support the strategic direction, vision, values and priorities of the school.
2. Lead by example and provide inspiration and motivation for the school community;
3. Generate the vision, ethos and policies for the school that promote high standards of achievement and meet equality objectives;
4. Create and implement a strategic development plan, underpinned by sound financial planning, within a local and national context, which identifies priorities and targets for ensuring that pupils achieve high standards and that the teaching is effective.
5. Support and motivate all staff to achieve priorities and targets set by the school for itself.
6. Ensure that the management of the school, including finance and administration, supports the school's policies, vision and objectives.
7. Monitor and review all aspects of achievement, priorities, targets and policy and take action as necessary.

#### **LEARNING AND TEACHING:**

8. Create an environment that ensures effective learning across the National Curriculum and to promote high standards of achievement, behavior and discipline;
9. Determine and organize the curriculum and monitor and evaluate its effectiveness;
10. Monitoring the quality of teaching and pupil attainment including analysis of performance data;

11. Develop links and effective partnerships with parents, other schools, educational institutions and the wider community, including business and industry, to enhance teaching and learning and pupils' personal development.

13. Contribute, as appropriate, to the teaching at the school.

**LEADING AND MANAGING STAFF:**

14. Develop positive working relationships with and between all staff and governors;

15. Implement and maintain effective strategies for the management of all staff;

16. Plan, appraise and support the work of staff groups, delegate appropriately and clearly evaluate outcomes

17. Enable staff to develop their role by identifying development needs, ensuring an effective programme of entry into continuing professional development;

18. Enable performance management systems to operate effectively and address appraisal requirements

**EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES:**

19. Work with governors and colleagues to recruit suitably qualified staff;

20. Ensure that all staff and governors understand their respective roles and responsibilities;

21. Deploy and develop staff to make the most effective use of their skills, expertise and experience and to ensure the effective management of the school in the absence of the Headteacher;

22. Manage and organize the use of school accommodation effectively and efficiently;

23. Manage and organize groups to ensure effective learning and teaching and that children's personal development needs are met;

24. Establish spending priorities and monitor the effectiveness of expenditure within the LEA's financial regulations

25. Monitor the use of resources to deliver value for money, within the financial context of the school

**ACCOUNTABILITY:**

26. Provide the Board of Governors with information and advice so that it can meet its responsibility to ensure proper accountability throughout the school;

27. Ensure that the financial accounts are maintained in accordance with the LEA's financial regulations and that the Governing Body is effectively informed to enable them to make appropriate decisions and be accountable;

28. Create an ethos where all staff acknowledge their accountability;

29. Give account for the school's performance to internal and external agencies through analysis of performance data and relevant reports; use such analysis to inform planning at all levels;

30. Provide parents, the community and other interested parties with relevant information on all aspects of the school;

31. Ensure that the school meets the legal requirements of equal opportunities legislation and that the school operates within the spirit of the law as well as to the letter of the law.

32. Ensure that the school complies with statutory requirements in relation to education and other relevant legislation

**STRENGTHENING THE COMMUNITY:**

33. Encourage and address cooperation between all interested parties including the LEA;

34. Encourage and address collaboration with other schools;

35. Encourage and address the sharing of good practice;

36. Develop strategies to encourage parents and carers to support their children's learning;

37. Ensure that the school plays a central role in the community.

<b><u>Person Specification:</u></b>	<b>Essential (E) Desirable (D)</b>
<p><b><u>Education and Training</u></b></p> <p><b>The minimum educational requirements/professional or vocational qualifications for the post:</b></p> <ol style="list-style-type: none"> <li>1. NPQH Qualification</li> <li>2. Degree Level Qualification</li> <li>3. Professional Teaching Qualification (e.g. PGCE)</li> <li>4. Masters Degree in a relevant educational field</li> </ol> <p><b>Any specific training required for the post including Certification:</b></p> <ol style="list-style-type: none"> <li>1. Relevant training in budget management</li> <li>2. Relevant staff management training</li> </ol>	<p style="text-align: center;">E E E D</p> <p style="text-align: center;">E E</p>
<p><b><u>Key Competence Requirements</u></b></p> <p><b>Job related knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Up to date knowledge of local and national priorities with regard to the curriculum and teaching standards.</li> <li>2. Understanding of legal issues relating to managing a school including Child Protection, Equal Rights and Discrimination law, Human Rights and Employment Legislation.</li> <li>3. Knowledge of strategic financial planning and budgetary management.</li> </ol>	<p style="text-align: center;">E E E</p>
<p><b>Specific skills:</b></p> <ol style="list-style-type: none"> <li>1. Ability to think systematically and to see connections and opportunities to make connections. Ability to simplify complexity, create clarity and focus and think creatively.</li> <li>2. Able to demonstrate the ability to implement strategies for raising achievement and achieving excellence for pupils and staff.</li> <li>3. Ability to manage a school on a day to day basis including delegation management of tasks and monitor their implementation.</li> <li>4. Ability to form good working relationships with stakeholders.</li> <li>5. Experience of leading and managing staff and responding to human resources issues with due regard to relevant equality and employment regulations.</li> </ol>	<p style="text-align: center;">E E E E E</p>

## Position in the Organisation:

**Reports to:**

Chair of Governors

**Staff Supervised:**

Teachers and support staff employed by the school

## Working Arrangements and Conditions:

**Working Week:**

Monday - Friday

**Identified Work Base:**

Ysgol Esceifiog

**Contracted Hours:**

Full-time

## Language Requirements

### **Welsh Language Skills** (Please see the skills framework attached)

<b>Listening (Tick One)</b>		Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
<b>Reading (Tick One)</b>	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
<b>Speaking (Tick One)</b>		Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
<b>Writing (Tick One)</b>	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>

### **English Language Skills** (Please see the skills framework attached)

<b>Listening (Tick One)</b>	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
<b>Reading (Tick One)</b>	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
<b>Speaking (Tick One)</b>	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>

<b>Writing (Tick One)</b>	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
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**Flexibility**

Your attention is drawn to the fact that in some cases particular duties and responsibilities are difficult to define and may vary from time to time without changing the general character of the duties and level of responsibilities entailed. In addition, it is a requirement of all employees that they accept elements of flexibility in duties and responsibilities and when necessary interchange within the organisation which will meet the changing needs and demands of the service. Such a requirement will enable the particular expertise of the post-holder to be developed and maximised to the mutual benefit of both employer and employee.

**Date of preparation of this job description document:** August 2022

## Language Skills - Workplace Assessment Levels

### (i) Listening

0	No skills
1	Able to understand basic enquiries in Welsh /English
2	Able to understand a basic social conversation in Welsh / English
3	Able to follow routine conversations involving work between fluent Welsh / English speakers
4	Able to follow the majority of conversations involving work including group discussions
5	Able to understand all conversations involving work

### (ii) Reading

0	No skills
1	Able to read basic words and phrases, e.g. signs or short and simple notes
2	Able to read basic material involving work (slowly)
3	Able to read routine material with a dictionary
4	Able to read the majority of material in own area
5	Able to understand all material involving work

### (iii) Speaking

0	No skills
1	Able to conduct a general conversation [greetings, names, saying, placenames]
2	Able to answer simple enquiries involving work
3	Able to converse with someone else, with some hesitancy, regarding routine work issues
4	Able to speak the language in the majority of situations using some Welsh / English words
5	Fluent – able to conduct a conversation and answer questions, for an extended period of time where necessary

### (iv) Writing:

0	No skills
1	Able to write basic messages
2	Able to answer simple correspondence with assistance
3	Able to draft routine text, with editing assistance
4	Able to prepare the majority of written material related to the area, with some assistance in terms of revision
5	Skilled – able to complete written work without the need for revision