



Headteacher

Job description 2024

Key purpose of the role

- To provide professional leadership for the school which secures its continued success and improvement, ensuring a high-quality education for all children, which inspires and motivates a continued standard of teaching and learnings.
- To be a role model for a dedicated and experienced teaching body, highlighting leadership, resilience, collaboration and a focus on wellbeing at its very core.
- To be responsible for the leadership, operational management and internal controls of the school, consulting appropriately with all stakeholders.
- To be responsible for maintaining and understanding a rigorous financial framework and budget management.
- To continue to nurture and create a safe and caring environment for all pupils and staff, by ensuring that the relevant policies and procedures are shared, understood, promoted and adhered to.
- To continue to promote and safeguard the welfare of all children and young people and staff that they are responsible for.
- To carry out any statutory duties set out in the school teachers pay and conditions document for primary educational establishments.
- Prioritise and allocate financial resources for the school appropriately, to ensure effective expenditure of all public and private funds accordingly.
- Ensure a rigorous approach to safeguarding and management and mitigation of risk across the setting.

Qualities

The post holder will:

- Articulate and promote the school's distinctive values and ethos by working with the entire school community and governing body.
- Model exemplary professional behaviour towards all key stakeholder groups in terms of attitude, relationship building, integrity, learnings and continuous professional development.
- Build a nurturing, positive and collaborative relationship culture across the school and the wider community.
- Seek continued learning and teaching around legislation changes, guidance changes and research-based thought for primary education settings.
- Engage parents effectively in the education and development of their children and what support the school can provide.
- Take direct responsibility for the schools teaching and learning policy and continuous improvement.
- Serve the very best interests of the school community, including all children, teachers, support teams, parents, governing body and local stakeholders.
- Oversee and ensure the school's accountability to all external agencies that work on behalf of children and families.

Culture & behaviour

The post holder will:

- Cultivate a nurturing and inclusive culture where every child and member of staff feels valued, respected and supported.
- Create and lead a culture of openness, transparency, fairness and promotion of wellbeing for all children, teachers, support staff, parents and governors.
- Embrace and build positive relationships that are based on trust and empathy, which create a safe and welcoming environment for all.
- Encourage a culture of high-quality professionalism amongst teachers and support staff.
- Set the tone for the school's culture and core values, promoting collaboration, creativity, curiosity, kindness, resilience and a strong sense of community.
- Challenge and address any attitudes and behavioural issues promptly, effectively and collaboratively, working with all teachers, support staff and parents to uphold high standards of conduct and discipline where necessary.

Teaching, Curriculum & Assessment

The postholder will:

- Oversee the development and implementation of a rich and diverse curriculum that meets the needs of all children.
- Inspire and support all teachers and supporting staff to deliver and embed a high quality of curriculum teaching that encourages all the Loxwood school values.
- Act as an ambassador for the love of learning within the school community.
- Ensure that all teaching and learning is underwritten by high levels of subject expertise and suitable approached which support the unique nature of all core subject disciplined and specialist areas.
- Establish effective curriculum leadership, developing all subject leaders with robust levels of expertise and continued learning and development. The headteacher will strive to supporting all teachers with expanding their own professional networks and communities.
- Continues to stay abreast of all educational best practice, innovations and teaching pedagogy and methodology in the primary sector.
- Support and educate the school community on all formative assessment practices to ensure they meet the expectations required of the school and inform future strategy and vision.
- Ensure that all approaches to assessment are fair, transparent and meaningful and comply with statutory requirements of a primary institution.
- Ensure an appropriate approach is taken when assessing all children's knowledge and understanding of the curriculum.

Special Educational Needs & Disabilities (SEND)

- Champion all inclusivity and support for children with SEND and Additional needs.
- Work closely with the deputy headteacher and SENDco, as well as any external agencies to ensure that all SEND needs are identified and addressed appropriately.
- Continue to support the training and professional development of all teachers and support staff to understand SEND support.
- Work with all key stakeholders to ensure that all appropriate resources and support systems are in place to aid all children's academic, personal, emotional and social development.

School strategy, vision and improvement

The post holder will:

- Be responsible for building on our existing school development plan and the strategic direction for the school over the next 5 years, which will be rooted in the core values and ethos of our village community.
- Develop a continually compelling and ambitious vision for the school for the future that continues to inspire all stakeholders and guides all future decision making.
- Have a robust understanding of strategic planning, resources allocation and proactive engagement with local partnerships to ensure the long-term success and sustainability of the school.

Partnerships

The post holder will:

- Play a vital role in building and maintaining professional partnerships with parents, local community groups and stakeholders external to the school.
- Actively engage with any partnerships to ensure that the schools feels connected to the community and fosters open communications, seeking feedback, input and collaboration on local initiatives and projects.
- Enhance the school's capacity to support continued learning and wellbeing both inside and outside of the classroom walls.

Professional development

The post holder will:

- Be responsible for nurturing a culture of continues professional development amongst teachers and support staff. They will encourage all staff to pursue opportunities for growth and learning.
- Provide mentorship and support to all teaching and support staff and recognise and celebrate all achievements and support areas for improvement and development.
- Invest in the overall professional development of the school and within the wider school's community to ensure a vibrant and dynamic learning environment.

Governance and accountability

The post holder will:

- Ensure that all staff know and comprehend their professional responsibilities and are held to account appropriately.
- Oversee the effective governance and management of the operational functions of the school, in collaboration with the Governing body.
- Provide timely and accurate information to the governing body to support governance decision making and work collaboratively with the governing body to uphold high standards of accountability and transparency.
- Ensure that all regulatory and legal requirements are met, in adherence with the school's policies and procedures.

Personal specification

Qualifications and training

- Qualified teacher status (QTS), with relevant teaching qualifications.
- Educated to graduate level or equivalent.
- Continued professional development in educational leadership, management or another specialist area.

Desirable:

- Senior leadership development qualification e.g. NPQH
- SEND focused qualifications.
- Therapeutic teaching qualifications.

Experience

- A successful career at a senior level within a primary school, across the primary range (KS1-KS2) in at least one school.
- Proven track record of teaching experience, in a range of settings.
- Proven experience of leadership and management, strategic and financial planning and implementation of educational initiatives, including successfully implementing continuous school improvement.
- Demonstrable experience of managing teachers and support teams and enabling continued professional development.
- Experience of identifying, developing and building on a strategic vision for a primary school with a proven understanding of identifying complex barriers and how to overcome them.
- Experience in building and nurturing strong partnerships with parents, local authorities and external stakeholders to enhance all outcomes.
- Familiarity with the UK National Curriculum and assessment frameworks for primary schools.
- Experience of working within a robust financial framework that requires close monitoring and continued focus.

Desirable:

- Familiarity with the educational landscape, demographics and specific needs of primary schools in the locality.
- Knowledge and understanding of the Loxwood community and nearby villages.

Professional knowledge

- Demonstrated knowledge and commitment to innovation, teaching, and learning, incorporating an advancement in technology and pedagogical approaches.
- Knowledge of evidence based approaches towards teaching and learning for all children, and particularly the lowest 20% of children.
- Comprehensive knowledge and understanding of safeguarding policies and procedures.
- Previous knowledge of the roles and responsibilities necessary to be the Designated Safeguarding Lead (DSL) within a primary setting.
- An up-to-date knowledge of the Keeping Children Safe in Education document and wider policies.
- Knowledge and understanding of effective strategies that support good attendance monitoring, attitudes and behaviours and learning behaviours of a primary school.

- An understanding of SEND provision and principles in West Sussex and what key challenges a school like Loxwood would be facing.
- An understanding of and/or proven experience of being responsible for maintaining and understanding a rigorous financial framework and budget management.

Professional skills

- A leader with the ability to develop and communicate a clear strategic vision, in line with the school's ethos and values.
- Proactive leader who can identify improvements and opportunities to enhance the overall educational experience of children, teachers and support staff.
- Ability to create a culture of nurture and support that will promote wellbeing and personal development for every child and staff member.
- Ability to be resilient and adaptable in managing the unique challenges of a rural village school.
- Understanding of all core data sets for a primary school setting and ensure that complex data is analysed and shared in a meaningful way to each of its audiences.

Personal qualities

- Exceptional leadership qualities with the ability to inspire, motivate and support children, teachers, support staff, parents and governors.
- Strong interpersonal and communication skills to foster a culture of positive relationships within the school community and externally.
- Robust and effective decision maker, who can identify, prioritise and delegate tasks appropriately.
- Experience of promoting a positive school culture focused on nurture and wellbeing, that values diversity, inclusivity and mutual respect.
- Exemplary professional conduct with a commitment to upholding the Loxwood values and ethos.
- Commitment to maintaining appropriate confidentiality.
- Prepared to make difficult decisions and implement them.

