|  |  |
| --- | --- |
|  | **HEADTEACHER JOB DESCRIPTION** |
| **Line manager/s:** | The Governing Body |

**Main purpose of the job:**

The Headteacher is the leading professional in the school. Accountable to the Governing Body, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school’s performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school’s aims and objectives and for the day-to-day management, organisation and administration of the school.

The Headteacher is a Designated Safeguarding Lead. The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety).

**JOB SPECIFICATION**

**Shaping the Future**

Critical to the role of headship is working with the Governing Body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders’ values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its children and wider community.

**Professional qualities**

Is committed to:

* A collaborative school vision of excellence and equity that sets up high standards for every child, working with the governing body to provide vision, purpose and leadership for the school, and securing effective teaching and successful learning and achievement by children.
* The setting and achieving of ambitious, challenging goals and targets. To ensure continued school improvement, the achievement of objectives and the educational success of the school.
* To review and implement the School Development Plan which, through appropriate consultation, identifies appropriate targets and priorities for ensuring that children achieve high standards and make progress.
* To ensure that the management, finance and administration of the school supports its vision and aims.
* The use of appropriate technologies.
* Inclusion and the ability and right of all to thrive and be the best they can be.

Is able to:

* A group of people posing for a photo

  Description automatically generatedThink strategically, build and communicate a coherent vision in a range of compelling ways.
* Inspire, challenge, motivate and empower others to carry the vision forward.
* Model the values and vision of the school.
* Monitor, evaluate and review the effectiveness of the school’s practice, policies and priorities.
* Think creatively to anticipate and solve problems.

**Leading Learning and Teaching**

**Professional Duties**

A Headteacher has a central responsibility for raising the quality of teaching and learning and for children’s achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning. A successful learning culture will enable children to become effective, enthusiastic, independent, collegiate, creative learners, committed to life-long learning.

* To create and maintain an environment which promotes and secures outstanding teaching, vibrant and effective learning, high standards of achievement, good behaviour and discipline.
* To implement, monitor, evaluate and review the curriculum and its assessment to identify areas for improvement and targets for the school and individual children.
* To develop effective links with families and the community to extend the curriculum and improve children’s achievements and personal development.
* To promote respect and understanding of diverse cultures, languages and ethnic groups, including faith groups.
* To teach for a significant proportion of the week.

**Developing Self and Working with Others**

Effective relationships and communication are important in headship as Headteachers work with and through others. Effective Headteachers manage themselves and their relationships well. Headship is about building a professional learning community which enables others to thrive and achieve. Through the supervision and appraisal process and effective reflective, continuing professional development practice, the Headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, Headteachers should be committed to their own continuing professional development.

**Managing the Organisation**

Headteachers need to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. Headteachers should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply constant examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. Headteachers should also seek to build successful organisations through effective collaborations with others.

**Professional Duties**

Is committed to:

* Distributed leadership and management.
* The equitable management of staff and resources.
* The sustaining of personal motivation and that of all staff.
* The developing and sustaining of a safe, secure and healthy school environment.
* Collaborating with others in order to strengthen the school’s organisational capacity and contribute to the development of capacity in other schools and settings.
* Undertaking the role of Designated Safeguarding Lead.

Is able to:

* Establish and sustain appropriate structures and systems.
* Manage the school efficiently and effectively on a day-to-day basis using ecological principles.
* Delegate management tasks and monitor their implementation.
* Prioritise, plan and organise themselves and others.
* A drawing of a lizard

  Description automatically generatedMake professional, managerial and organisational decisions based on informed judgements.
* Think creatively to anticipate and solve problems.

**Securing Accountability**

With values at the heart of their leadership, Headteachers have a responsibility to the whole school community. In carrying out this responsibility, Headteachers are accountable to a wide range of groups, particularly children, parents, carers, Governors and the LA. They are accountable for ensuring that children thrive and benefit from high quality education and care, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. Headteachers are legally contractually accountable to the Governing Body for the school, its environment and all its work.

**Professional Qualities**

Is committed to:

* Principles and practice of school self-evaluation.
* The school working effectively towards the academic, spiritual, moral, social, emotional and cultural development of all its pupils.
* Individual, team and whole school accountability for children’s learning outcomes.

Is able to:

* A spider drawn on a black background

  Description automatically generatedDemonstrate political insight and anticipate trends.
* Engage the school community in the systematic and rigorous self-evaluation of the work of the school.
* Collect and use a rich and broad set of data to understand the strengths and weaknesses of the school.
* Combine the outcomes of regular school self-review with external evaluations in order to develop the school.

**Strengthening Community**

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. Headteachers should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well- being of all children. Headteachers share responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

**Professional Qualities**

Is committed to:

* Effective teamwork within the school and with external partners.
* Work with other agencies for the well-being of all children and their families.
* Involvement of parents and the community in supporting the learning of children and in defining and realising the school vision.
* Collaboration and networking with other schools to improve outcomes.

Is able to:

* Recognise and take account of the richness and diversity of the school’s communities.
* Engage in dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities.
* Listen to, reflect and act on community feedback.
* Build and maintain effective relationships with parents, carers, partners and the community that enhance the education and care of all children.

APPOINTMENT OF HEADTEACHER MADELEY NURSERY SCHOOL

PERSON SPECIFICATION / SELECTION CRITERIA

**[A] TRAINING AND QUALIFICATIONS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **E**ssential or **D**esirable | **A**pplication | **I**nterview | **R**eference |
| Qualified teacher status. | **E** | **A** |  |  |
| Degree or equivalent. | **E** | **A** |  |  |
| Higher degree qualification / Postgraduate courses / Recognised management qualification. | **D** | **A** |  |  |
| Completion of NPQH, or similar. | **D** | **A** |  |  |
| Evidence of training in preparation for Headship. | **D** | **A** | **I** |  |
| Evidence of personal professional development regarding the educational approach inspired by the preschools of Reggio Emilia. | **E** | **A** | **I** |  |
| Professional development in ecological theory and education. | **D** | **A** | **I** |  |
| Evidence of sustained participation in relevant CPD especially relating to leadership, management and early years pedagogy. | **E** | **A** | **I** | **R** |
| Participation in work in other schools and settings. | **D** | **A** | **I** | **R** |
| Self-awareness of where additional training is required and willingness to undertake such training. | **E** |  | **I** |  |

**[B] EXPERIENCE OF TEACHING AND EDUCATIONAL MANAGEMENT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Essential or**  **Desirable** | **A** | **I** | **R** |
| Previous experience of working in a senior leadership role within an education setting, including experience of the following:  school development planning/ monitoring and evaluation/ data analysis and target setting/ policy development and implementation / curriculum development. | **E** | **A** | **I** | **R** |
| Extensive experience of teaching within an early years setting. | **E** | **A** |  |  |
| Experience of managing, leading and inspiring a team of teaching and support staff, including supporting and developing the team with their own professional development and training. | **E** | **A** | **I** | **R** |
| Experience of working in partnership with children, families/ caregivers and the wider community, including other educational settings, to enhance the nursery's offerings. | **E** | **A** |  | **R** |
| Experience of leading a significant curriculum development to implementation. | **D** | **A** |  | **R** |
| Firsthand experience of work with governors. | **D** |  |  |  |
| Experience of managing educational budgets and finance. | **D** | **A** | **I** | **R** |
| Experience of:  appointing and inducting staff; ICT systems for resource and budget management. | **D** | **A** |  | **R** |

**[C] PROFESSIONAL KNOWLEDGE AND UNDERSTANDING**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Essential or Desirable** | **A** | **I** | **R** |
| The distinctive nature of a Nursery School. | **E** | **A** | **I** | **R** |
| The principles, values and aims of Madeley Nursery School. | **E** | **A** |  |  |
| The approaches needed to ensure the positive promotion of diversity, inclusion and equal opportunities and to prepare pupils to live in a diverse society. | **E** | **A** | **I** | **R** |
| A passion for incorporating a strong ecological philosophy into the curriculum and every area of nursery life. | **E** | **A** | **I** |  |
| How to create, and secure commitment to, a clear vision for an outstanding nursery school through challenging, motivating, inspiring and empowering others. | **E** | **A** | **I** | **R** |
| The leadership and management of others within the context of early years including the leadership role of the Head in the development of staff and how to foster an open, fair and equitable culture, managing conflict where necessary. | **E** | **A** | **I** | **R** |
| Strategies for leading and managing school improvement. | **E** | **A** | **I** | **R** |
| Strategies to promote and sustain individual and team development. | **E** | **A** | **I** | **R** |
| The principles and practices of effective school self-evaluation to ensure ongoing invention, discovery and transformation in line with our values. | **E** | **A** | **I** | **R** |
| Strategies for developing and strengthening a school’s links with other schools and settings, and the wider community. | **E** | **A** | **I** | **R** |
| The leadership role of promoting partnership with parents and carers; understanding and valuing the importance of family involvement in their children’s learning. | **E** | **A** | **I** | **R** |
| The implications of a researching / enquiry approach to the curriculum. | **E** | **A** | **I** | **R** |
| The ability to implement and oversee a curriculum that aligns with research / enquiry-based learning supporting children’s individual needs and interests while meeting EYFS requirements. | **E** | **A** | **I** | **R** |
| Current educational issues, including national policies and legislation. | **E** | **A** | **I** | **R** |
| The process of strategic planning. | **E** | **A** | **I** | **R** |
| The principles of effective teaching and assessment. | **E** | **A** | **I** | **R** |
| Effective learning and teaching strategies. | **E** | **A** | **I** | **R** |
| The role of the Governing body. | **E** | **A** | **I** | **R** |
| The particular statutory requirements of the Early Years Foundation Stage, including curriculum and welfare, health and safety, Keeping Children Safe in Education and Health and Safety. | **E** | **A** | **I** | **R** |
| The procedures and strategies for the effective provision of education and care for children with SEN and disabilities and knowledge of the SEND Code of Practice. | **E** | **A** | **I** | **R** |
| Understanding of research / enquiry based learning - (Reggio Emilia Approach) and other regional pedagogies, with the ability to implement and adapt them within the nursery setting. | **E** | **A** | **I** |  |
| Awareness of the challenges and changes facing Early Years. | **E** | **A** | **I** | **R** |
| An understanding of the way schools can promote personal values and establish a culture of respect. | **E** |  | **I** | **R** |

**[D] PERSONAL AND PROFESSIONAL QUALITIES AND ATTRIBUTES**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential or Desirable** | **I** | **R** |
| A genuine enthusiasm and respect for work with young children and a commitment to their development, dignity and wellbeing. A champion for children’s voices and their individual needs. | **E** | **I** | **R** |
| Ability to lead and provide a clear vision. Ability to be both clear and incisive and responsive and intuitive in your thinking. Ability to motivate and inspire the nursery community. Ability to delegate responsibility, set high standards, provide a focus for improvement and foster a culture of excellence, creativity, and inclusion. | **E** |  | **R** |
| Experience in Reggio theory and practice and passionate about this approach of educating. | **E** | **I** |  |
| Sensitive to the ways that ecology informs every aspect of life at Nursery. | **E** | **I** | **R** |
| Ability to both implement and manage change, monitor and evaluate its impact, and reflect and respond accordingly. | **E** |  | **R** |
| The desire and motivation to continue ongoing investigation into learning and deep pedagogical research. | **E** | **I** |  |
| Deep compassion for the children, setting, staff, families, community, and safe learning spaces. | **E** |  | **R** |
| Embodiment of the ideas, beliefs and ethos of the Reggio/ecological ‘Madeley Nursery’ way of learning. | **E** | **I** | **R** |
| Excellent communication skills with a range of audiences with the ability to engage effectively and work in partnership with children, families, staff, and external agencies. Flexible and approachable. Resilient under pressure. Able to deal sensitively with people and resolve conflicts. | **E** | **I** | **R** |
| Inspire, challenge, motivate and empower others to carry forward the shared vision. | **E** | **I** | **R** |
| The ability to maintain a supportive, positive, energetic and cheerful atmosphere, even in challenging situations, helping to create a joyful environment in which both children and staff can thrive and achieve their potential. | **E** |  | **R** |
| Demonstrate personal enthusiasm for and commitment to the educational approach of the school. | **E** | **I** | **R** |
| Develop effective teamwork; commitment to the development of all practitioners within nursery, continuing the journey they have already begun. | **E** | **I** | **R** |
| Promote and maintain effective relationships. | **E** | **I** | **R** |
| Prioritise, plan and organise self and others; manage the balance of teaching, management and leadership elements of your role. | **E** | **I** | **R** |
| Think creatively in order to anticipate and solve problems. | **E** | **I** | **R** |
| Listen to and reflect on feedback. | **E** | **I** | **R** |
| Demonstrate an ability to communicate to a range of audiences and in a range of media. | **E** | **I** | **R** |
| A commitment to personal research young children’s learning. | **E** | **I** | **R** |
| An innovative approach to curriculum development and problem solving, with a willingness to experiment with new ideas. | **E** | **I** | **R** |
| Ability to develop and implement a School Development Plan. | **E** |  | **R** |
| Capable of ambitious vision for the future. | **E** | **I** |  |
| Resilience and strength of character; a proud and committed champion for Madeley Nursery. | **E** | **I** |  |

**[E] APPLICATION FORM AND LETTER**

The application form should be **fully completed** and legible.

The letter should be clear, concise and address the criteria identified in the person specification. Please include your response to the quotation on page 8 of this pack.

**A = Application**

**I = Interview**

**R = Reference**