



Birmingham Federation
Maintained Nursery Schools

Head Teacher

Job description

Key priorities

- High quality inclusive pedagogy and practice to ensure all children make progress
- Ensuring high attainment across the school to maintain high levels of progress
- Effectively managing school budget ensuring ongoing sustainability whilst targeting available resources at enhancing children's outcomes
- Developing capacity across the school, and in conjunction with the wider Federation, for school improvement through flexibility of staffing, collaboration and effective organisational and administrative systems
- Promoting and maintaining a positive health and wellbeing environment as a core thread that runs through all school activities.

Core purpose of the role

To provide professional leadership and management, in collaboration with other our team of Executive Head Teachers, that will promote a secure foundation from which to achieve high standards at the Nursery School and all schools across the Federation, in all areas of their work.

Role Descriptors

Strategic leadership

- Leading the school and line managing staff
- Defining and delivering the vision and objectives of the school, its leadership structure and its development plans, in partnership with the school's staff team, EHTs and FGB, (including, ensuring coherence between the Federation and individual school development plans)
- Creating a culture across the school of continuous improvement and a drive to raise achievement, progress and quality of teaching and learning
- Building strong leadership capacity across the school that is capable of transforming practice
- Developing capacity across the school for school improvement through flexibility of staffing, collaboration and effective organisational and administrative systems
- Ensuring and monitoring the consistent and ongoing implementation across the school of key policies and strategies (e.g. in relation to finance, HR, IT and behaviour)

- Setting and monitoring appropriate targets for the management of teaching quality and student performance
- Ensuring that FGB members are provided with high quality information and training to enable them to fulfil their role
- Providing support and challenge as a 'critical friend', drawing on robust analysis of data, monitoring and evaluation, to ensure school improvement, where required
- Reporting to the FGB and the Federation strategic leadership team (and other relevant audiences) on the performance and key information of the school

Financial and business management

- Providing financial leadership of the school in consultation with FGB
- Ensuring that budgets are set and monitored
- Providing support and guidance on implementing policies within guidelines agreed with the FGB and to adhere to legal and statutory requirements
- Ensuring the management of efficient administrative systems
- Ensuring the site is effectively managed
- Ensuring the health and safety of all staff

Educational leadership and management

- Ensuring a clear vision for the school and providing support and guidance in translating this into a vision.
- Setting high educational standards in the school.
- Ensuring an appropriate curriculum is designed and implemented in the school.
- Creating a climate for learning in the school that enables all students to thrive.
- Ensuring students are set challenging targets for their achievement in the school(s), based on regular, frequent and robust assessment and tracking arrangements and ensuring appropriate interventions are in place, as required.
- Leading outstanding teaching and innovative practice to enhance learning.
- Ensuring excellent student achievement and welfare in the school.
- Ensuring preparation for inspection within the school(s), including maintaining accurate school self-evaluation.
- Overseeing and facilitating opportunities for cross-working, shared pupil experience and interchange, and coherent teaching and learning approaches within the school group.

People leadership and management

- Taking a lead on succession planning across the school, including recruitment, professional development at all levels and deployment of staff
- Ensuring strong staff appointments within the school
- Ensuring an effective approach to managing staff performance and staffing issues, in accordance with FGB policy
- Ensuring high quality, relevant professional development and training for all staff within the school
- Ensuring the safeguarding of children in accordance with policy and legislation
- Promoting equality of opportunity for all staff

- Ensuring that staff are retained, motivated and valued
- Ensuring staff are held accountable in line with policies and procedures, and performance management/appraisal

Links with community and business

- Taking a lead on sharing learning across schools within the Federation and beyond the Federation, with other schools and organisations, to champion best practice
- Being the figurehead of the school in securing strong links with partners to expand the scope and resource, and support the progress and sustainability of the school.
- Ensuring strong and effective partnerships with parents
- Creating effective links with the community, with businesses, with local churches and other faith communities to enhance learning opportunities

HEADTEACHER JOB DESCRIPTION

GROUP SPINE POINT 12-18

As required by Paragraphs 44-48 & 52 of the School Teachers' Pay and Conditions Document.

1. Job Purpose

As required by paragraph 44-48 & 52 of the School Teachers' Pay and Conditions Document, to be responsible for the internal organisation, management and control of the school.

2. Duties and responsibilities

2.1 General

To act in accordance with the requirements of paragraphs 46 – 49 & 53 of the School Teachers' Pay and Conditions Document

To undertake the professional responsibilities of a head teacher as set out in paragraph 48 of the School Teachers' Pay and Conditions Document

To act in accordance with other legislation affecting the conduct of the school, particularly that governing health and safety matters and employment rights

3. Line Management

Responsible for the supervision of all staff employed in the school

4. Conditions of employment

The above responsibilities are in accordance with the School Teachers' Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements and LA guidance on interpreting conditions of service.

5. Review and Amendment

5.1 This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body but only after full consultation. It will be signed if agreement is reached.

6. Complaints

6.1 If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

Person specification

(Knowledge, experience and personal attributes)

The following outlines the key skills and experience required for this position. The selection panel will assess each candidate against the criteria listed below, expecting candidates to demonstrate knowledge and understanding of each area, and to show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.

The panel will use the following assessment tools: Application form (A), Interview process (I) References (R)

Qualifications and experience	Evidence
Must have QTS (Qualified Teacher Status).	A
Substantial experience as a Headteacher or Deputy Headteacher	A, I
NPQH or a willingness to gain this qualification	A, I
First degree or Certificate of Education	A
Relevant recent professional development	A, I

Strategic direction and shaping the future	Evidence
Able to think strategically, and to build and communicate a coherent vision	A, I, R
Able to inspire, challenge, motivate and empower others to carry the vision forward	A, I, R
Is committed to: <ul style="list-style-type: none">• supporting a collaborative Federation wide vision of excellence;• equality that sets high standards for every children;• setting and achieving ambitious, challenging goals and targets; and• inclusion and ensuring everyone can achieve their full potential.	A, I, R

Leadership	Evidence
Track record of providing inspiration and strong leadership to teaching staff	A, I, R
Leads by example in promoting the Federation's vision and values to children, staff, governors and parents	I, R

Leading learning and teaching	Evidence
Accesses, analyses and interprets information	A, I
Initiates and supports research and debate on effective learning	A, I
Develops strategies for performance improvement	A, I, R
Is committed to: raising standards for all in the pursuit of excellence; continuous learning for the entire school community; entitlement of all children to effective learning and teaching; and choice and flexibility to meet the personal learning needs of every child.	A, I, R

Developing self and working with others	Evidence
--	-----------------

Fosters an open and equitable culture and manages conflict	I, R
Develops, empowers and supports individuals and teams	A, I, R
Collaborates with others within and beyond the school	A, I, R
Challenges, influences and motivates others to attain high goals	A, I, R
Gives and receives effective feedback, and acts to improve personal performance	A, I, R
Accepts appropriate support from others including colleagues and Governors	A, I, R
Is committed to: Effective Working Relationships; Shared Leadership; Effective Team Working; and Continuing Professional Development for all (including self).	A, I

Managing the organisation	Evidence
Establishes and supports appropriate structures and systems	A, I
Manages schools efficiently and effectively through delegation	A, I, R
Delegates management tasks and monitors their implementation	A, I
Plans appropriately and organises themselves and others	A, I, R
Makes informed professional, management and organisational decisions	A, I
Thinks creatively to anticipate and solve problems	A, I

Securing accountability	Evidence
Demonstrates political insight and anticipates trends	A, I
Engages the wider school community in systematic and rigorous self-evaluation, and combines the outcomes of this with external evaluations to develop the school	A, I, R
Collects a rich set of data to understand schools' strengths and weaknesses	A, I
Is committed to: Working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all children; and ensuring individual, team and whole school and Federation wide accountability for children's learning outcomes.	A, I, R

Strengthening community	Evidence
Recognises and takes account of the diversity of the school community	A, I, R
Builds partnerships and community consensus on values, beliefs and shared responsibilities	A, I, R
Listens to, reflects and acts on community feedback	A, I
Builds and maintains effective relationships with parents, carers, partners, and the community that enhance children education	A, I, R
Is committed to: Effective teamwork within the school and with external partners; working with other agencies for the wellbeing of all children and their families; involving parents and the community in supporting children learning and in defining and realising the school vision; and collaborating and networking with other schools to improve outcomes.	A, I

Personal attributes	Evidence
Excellent written and verbal communication skills	A, I
Adaptable to changing circumstances and new ideas	A, I

Approachable, reliable, has presence and enjoys being highly visible to children and parents	A, I
Self-motivated with good organisational skills and the ability to prioritise workload effectively	A, I, R
Inquisitive and able to think creatively, solve problems and make decisions based on sound judgement	A, I
Values diversity and the unique contribution that every individual makes to the learning community	A, I
Demonstrates professionalism, loyalty and integrity	I, R