

Cotteridge Primary School

Head Teacher Job Description

JOB TITLE: Head Teacher

GRADE: L18-L24

CONTRACT: Permanent, full-time (required Summer Term 2020)

RESPONSIBLE TO: The Governing Board

JOB PURPOSE: To provide professional leadership and management of the school, its pupils, staff and premises, which will promote a secure foundation from which to achieve high standards in all areas of the school's work.

A warm and welcoming two form entry primary school with "a drive for excellence" (Ofsted - 2018) is seeking a head teacher. Applicants should be existing head teachers or deputy heads, with demonstrable leadership ability and experience to maintain and build on the recent successes of this happy and diverse school in South Birmingham. A proven track record for improving pupil progress, in particular for SEND and Pupil Premium children, is essential. Applications welcome from highly motivated and inspiring individuals who can enthusiastically support our child-centred ethos.

The successful applicant will have the necessary skills and passion to help us achieve our school key priorities.

We encourage and welcome visits to the school. To arrange this, please contact Mrs Liz Smart, Business Manager by email: e.smart@cotridge.bham.sch.uk or by phone on 0121 464 2865.

To apply, please submit your application form and supporting statement by email to hr@sips.co.uk. Supporting statements should be no more than 1500 words and should explain how your skills and experience will support and drive forward the key priorities of the school.

The deadline for applications is **Monday 4th November 2019**.

Interviews will take place on **Tuesday 26th November 2019**. During the week commencing Monday 18th November, applicants may be required to attend the school for a morning as part of the recruitment process. We reserve the right to close the application process early if sufficient suitable candidates apply.

Because of the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Service.

SCHOOL KEY PRIORITIES

1. To improve pupil progress, especially in reading and writing, in particular to:

- improve rates of reading progress across the school, including improving comprehension skills
- increase percentage of pupils achieving Greater Depth Standard in writing
- close attainment gap between pupil premium children and non-pupil premium children; and
- improve pupil progress in Mathematics through development of 'Fluency, Reasoning & Problem Solving'.

2. To increase the school's focus on SEND students, in particular to:

- improve quality of SEND provision so that evidence based interventions, that impact children's progress, are used and these are monitored regularly; and
- improve awareness of SEND and communication with key stakeholders

3. To improve outcomes for Pupil Premium Students, in particular to:

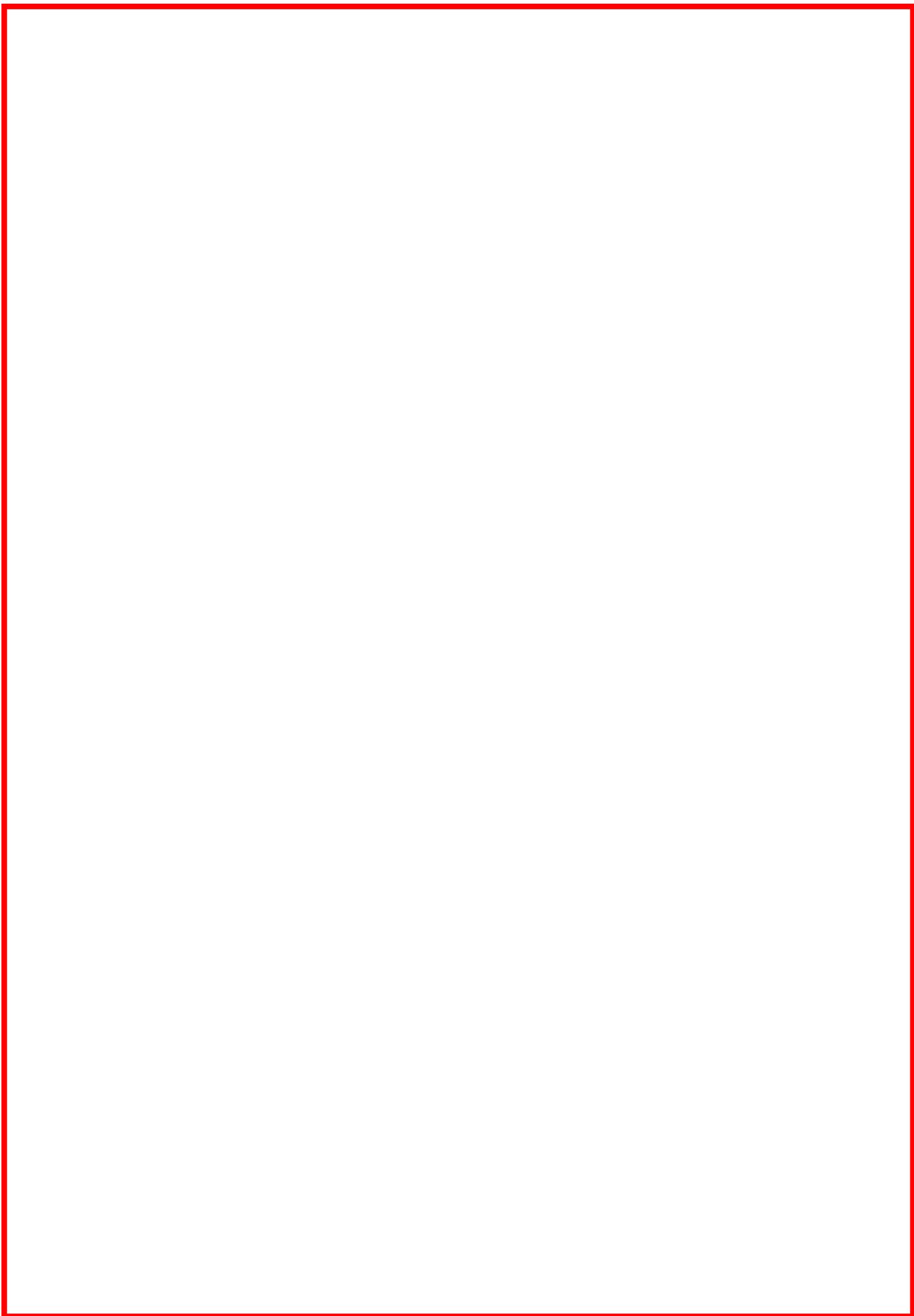
- increase the percentage of pupil premium children reaching expected standard in reading and writing through early intervention,
- increase rate of progress made by pupil premium students across the school,
- increase the engagement of pupil premium pupils and parents/carers; and

- improve the attendance management of disadvantaged children.

MAIN DUTIES AND RESPONSIBILITIES: JOB DESCRIPTION

1. Work with the Governing Board and other key stakeholders to ensure the school's vision and values are clearly articulated, shared, understood and acted upon effectively by all. Lead by example, demonstrating the ambitious vision in everyday work and practice, providing the inspiration and motivation to create a healthy shared culture and positive climate.
2. Promote excellence, equality and high expectations of all pupils and the wider school community, ensuring a consistent and continuous school wide focus on pupils' well-being, achievement and attainment with the quality of education at the centre of strategic planning and resource management.
3. Manage the school's human resources effectively and efficiently to achieve the school's education goals and priorities whilst monitoring, evaluating and reviewing on an ongoing basis.
4. Implement a framework of effective evaluation, professional development, assessment and performance management which engages the whole school community in measuring and facilitating improvement.
5. Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities. Manage own workload and that of others to allow an appropriate work-life balance.
6. To be responsible for setting appropriate priorities for expenditure within a balanced budget, allocating funds and ensuring effective financial and administrative control to ensure best value for money. To oversee the business manager's operation of the school budget to include ordering, payment of bills and checking computer statements.
7. Actively engage with other schools to maintain and build effective learning communities and partnerships.
8. Take a strategic role in the development of new and emerging technologies to extend and enhance the learning experience of pupils and the wider school community.
9. Ensure the school embraces the modernisation of an integrated children's service, demonstrating this within the school workforce on an ongoing basis.
10. Through successful succession planning develop roles and people to ensure the most effective deployment and development of all workers.
11. Ensure effective performance management and pay strategies which reflect skills and contribution, whilst adhering to equal pay legislation.

12. Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum, pupils and health and safety regulations.
13. Further enhance the caring school culture and engaging curriculum that takes account of the richness and diversity of the school's communities to ensure the highest quality of education.
14. Exercise responsibility for ensuring fair and equal treatment of all stakeholders.
15. Consult and involve staff in decision-making as appropriate in order to build on a sense of ownership for school improvement.
16. Exercise responsibility for ensuring that policies and procedures are actively adopted and monitored to maintain an embedded safeguarding culture.
17. Ensure the school complies with all aspects of Safer Recruitment, making appropriate checks and keeping appropriate records.
18. Regularly review own practice, set personal targets and take responsibility for your own professional development, keeping up to date with current educational guidance such as the Ofsted Education Inspection Framework.
19. Exercise responsibility for ensuring that all new employees receive an induction programme and have a secure understanding of all schools policies and procedures, specifically those relating to child protection and safeguarding children.
20. Fulfil all commitments arising from the contractual accountability to the Governing Board, including the development and presentation of a coherent, understandable and accurate account of the school's performance to and on behalf of governors.



Attributes	Essential	How Measured	Desirable	How Measured
Qualifications	Degree	1,4	Evidence of relevant continuing professional development in an accredited area of training or leading to a further professional qualification	1,4
	Qualified Teacher Status or Post Graduate Certificate of Education	1,2,4		
Experience	Current head teacher or deputy head teacher and responsibilities within a primary phase context, with proven experience of the creation of effective teams	1,2	Experience of working with children with special educational needs	1,2
	Teaching across age ranges or phases of school and an exemplar teaching practitioner and role model	1,2	Experience of working with pupil premium students	1,2
	Experience of improving pupil achievement	1,2	Experience of teaching a range of socio-economic backgrounds	1,2
Knowledge/Skills /Ability	Demonstrable ability to improve the quality of learning and teaching including by the effective use of new technologies	1,2	Experience of articulating a clear vision for the school, develop coherent strategies to support this vision, create consensus and lead implementation of plans and monitor, evaluate and review their effects	1,2
	Understanding of principles, and demonstrable ability to apply school improvement strategies	1,2		
	Demonstrable ability to access, analyse and interpret pupil performance data to monitor progress and identify areas for improvement	1,2	Experience of successful promotion of staff and pupil wellbeing through implementation of whole school strategies	1,2
	Demonstrable ability to motivate, develop and inspire staff and to manage change to support whole	1,2	Ability to embrace and develop inclusion and diversity	1,2

	<p>school improvement, including by the effective use of performance management</p> <p>Ability to communicate effectively with pupils, parents/carers, partners and governors</p> <p>Ability to manage and make effective use of resources, including financial resources</p> <p>Ability to assimilate and analyse information and make effective judgements including when under pressure</p> <p>Ability to be an effective member of the school team and provide appropriate leadership</p>	<p>1,2,3</p> <p>1,2,5</p> <p>1,2,5</p> <p>1,2</p>		
Competencies	<p>Ability to keep pupils and staff safe. This includes demonstrating the following:</p> <ul style="list-style-type: none"> • Appropriate motivation to work with children • Ability to form appropriate relationships with children • Emotional resilience in working with challenging behaviours • Appropriate attitudes to use of authority and maintaining discipline 	1,2,5		
School Specific	<p>Commitments to the removal of barriers to learning</p> <p>A commitment to engaging</p>	<p>1,2</p> <p>1,2,3</p>	<p>Experience of working with vulnerable children and families</p>	1,2

	parents and other stakeholders in order to ensure that the school is seen as being at the heart of our community.			
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(1 = Application form/statement, 2 = Interview, 3 = Test, 4 = Proof of Qualification, 5 = Practical Exercise)

