

Central Bedfordshire Council
Headteacher Role, Job Description
Woburn Lower School



Employment Details	
Job Title	Headteacher
Reports to	Chair of Governors
Hours of work	Up to 3 days per week
Salary	ISR 4-10 £57,482 - £66,628 FTE

School Culture

- Establish and sustain the school's ethos and strategic direction, in partnership with those responsible for governance and through consultation with the school community.
- Ensure the school's ethos and strategic direction is in line with the values and vision of those set out by the governing board.
- Create a culture where pupils experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community, and a safe, orderly, and inclusive environment.
- Ensure a culture of high staff professionalism.

Whole-school organisation, strategy, and development

- Provide overall strategic leadership and, alongside others, lead, develop and support the strategic direction, vision, values, and priorities of the school.
- Ensure the strategic vision and values are reflected in the school.
- Establish, oversee, and evaluate systems, processes and policies that enable the school to operate effectively and efficiently.
- Produce and implement improvement plans and policies that benefit the development of the school.

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Teaching

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on evidence-informed understanding of effective teaching and how pupils learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.
- Lead and manage teaching and learning throughout the school, including ensuring that a teacher is assigned in the school timetable to every class or group of pupils.
- Teach, as required.
- Liaise with other school leaders within the community to secure creative, responsive, and effective approaches to teaching and learning.

Curriculum and assessment

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills, and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

Health, safety and behaviour

- Promote the safety and wellbeing of pupils and staff.
- Ensure rigorous approaches to identifying, managing, and mitigating risk.
- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Ensure good order and discipline amongst pupils and staff.
- Establish and sustain high expectations of behaviour which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct, in accordance with the school's behaviour policy.
- Implement consistent, fair, and respectful approaches to managing behaviour.
- Ensure that adults within the school model and teach the behaviour of a good citizen.

SEND and additional needs

- Ensure the school holds ambitious expectations for all pupils with SEND and additional needs.
- Establish and sustain culture and practices that enable pupils with SEND and additional needs to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents and professionals to identify the additional needs and SEND of pupils, and ensure support and adaptation are provided where appropriate.
- Ensure the school fulfils its statutory duties with regards to the SEND code of practice.

Management of staff and resources

- Lead, manage and develop staff members, including appraising and managing their performance.
- Develop clear arrangements for linking appraisal to pay progression and advise the governing board on pay recommendations for teachers.
- Organise and deploy resources within the school.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds.
- Promote harmonious working relationships within the school.
- Maintain relationships with organisations representing staff members, e.g. unions.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Ensure resources are managed in line with the schools and local authorities' policies and procedures.

Professional development

- Promote the participation of staff in relevant CPD.
- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the 'standards for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks to build capacity and support succession planning.
- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff including induction.
- Take responsibility for their own CPD, engaging critically with Education research.

Communication and working with others

- Consult and communicate with the governing board, staff, pupils and parents.
- Collaborate and work with colleagues and other relevant professionals within/beyond the school including relevant external agencies and bodies.
- Forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community.
- Commit to ensuring the school works successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.
- Build and maintain excellent relationships with other schools in the community, the LGB and the board of trustees.

Governance and accountability

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationships with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Ethics and professional conduct

- Uphold and demonstrate the Seven Principles of Public Life at all times – selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
- Uphold public trust in school leadership and maintain high standards of ethics and behaviour.
- Build relationships rooted in mutual respect and observe proper boundaries appropriate to the position.
- Show tolerance of, and respect for, the rights of others, recognising differences and respecting cultural diversity.
- Uphold fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit their position or pupils' vulnerability, or which might lead pupils to break the law.
- Serve in the best interest of the schools' pupils.
- Conduct themselves in a manner compatible with their influential position in society by acting ethically.
- Uphold their obligation to give account and accept responsibility.
- Know, understand, and act in line with the relevant statutory frameworks which set out their professional duties and responsibilities.
- Make a positive contribution to the wider education system.