

# **JOB DESCRIPTION AND PERSON SPECIFICATION**

**Manchester City Council  
Headteacher Job Description  
Moston Lane Community Primary School, Reports to: Chair of Governors  
Salary: L18-L24**

## **MAIN PURPOSE OF JOB**

The Headteacher will:

- Fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.
- Meet the Headteachers Standards as published by the DfE.
- Seek to achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.
- Promote and safeguard the welfare of all children and young people within the School, by ensuring that the School's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff.
- Ensure that resources are allocated to allow staff to discharge their responsibilities.
- Ensure that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.

## **GOVERNING BODY PRIORITIES**

The School's Governing Body wish a particular emphasis to be placed upon the following:

1. To lead in the provision of excellent teaching and learning and raise standards across the school in terms of academic performance so that all pupils achieve to the very best of their ability.
2. To formulate a vision of school improvement and to lead the staff and Governing Body in reviewing and evaluating the effectiveness of the School Development Plan.
3. To report to the School's Governing Body on progress made against School Development Plan objectives, making recommendations as to future priorities.
4. To further develop partnerships with a variety of stakeholders through collaboration.
5. To lead the school through rigorous self-evaluation, including quality assurance and performance management at all levels.
6. To develop, inspire and motivate staff to raise standards across the school and monitor progress towards achieving school aims and objectives.
7. To establish and sustain the school's ethos and strategic direction in partnership with the Governing Body and the local community.

## CONDITIONS OF EMPLOYMENT

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

## REVIEW AND AMENDMENT

This job description may be amended at any time after consultation with the post holder. It 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 or the Headteacher but only after full consultation between them. It will be signed if agreement is reached.

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

Where the role holder is disabled every effort will be made to supply all necessary support, aids, adaptations or equipment to allow them to carry out all the duties of the role. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

## PERSON SPECIFICATION:

Post: Headteacher

School: Moston Lane Community Primary School

Salary: L18-L24 (£71,729 - £83,081)

Reporting to: The Governing Body of Moston Lane Community Primary School

| QUALIFICATIONS AND EXPERIENCE  |
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| <b>Qualifications</b> <ul style="list-style-type: none"><li>• Qualified Teacher Status (QTS)</li><li>• Degree</li><li>• National Professional Qualification for Headship (NPQH) or be working towards</li></ul>  |
| <b>Experience</b> <ul style="list-style-type: none"><li>• Experience across the primary age range</li><li>• Successful leadership and management experience in a school</li><li>• Involvement in school self-evaluation and development planning</li><li>• A proven record of accomplishment of leading whole school improvement</li><li>• Teaching experience</li><li>• Demonstrable experience of successful line management and staff development</li></ul> |

**Skills and Knowledge**

- Data analysis skills and the ability to use data for strategic decision making and target setting.
- Ability to develop and communicate a vision and to inspire others to follow it.
- Understanding of high-quality teaching based on evidence, and the ability to model this for others and coach others to improve.
- Effective communication skills and ability to build effective and professional working relationships.

**Personal Qualities**

- To uphold and demonstrate the Seven Principles of Public Life at all times.
- To demonstrate consistently high standards of principled and professional conduct
- They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.
- A commitment to get the best outcomes for all pupils.
- Commitment to maintain confidentiality at all times.
- Commitment to safeguarding and equality.
- Ability to work under pressure and prioritise effectively.

**ETHICS AND PROFESSIONAL CONDUCT**

Headteachers must uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, Headteachers must:

- Build relationships rooted in mutual respect, and always observe proper boundaries appropriate to their professional position.
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- 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, pupils' vulnerability or might lead pupils to break the law.

As leaders of the school community and profession, Headteachers must:

- Serve in the best interests of the school's pupils.
- Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen.
- Uphold their obligation to give account and accept responsibility.
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- Take responsibility for their own continued professional development, engaging critically with educational research.
- Make a positive contribution to the wider education system.

## HEADTEACHER STANDARDS

Applicants should seek to address each of the **10 Head Teacher Standards** outlined below, providing practical examples and experience from their current and previous role(s) which clearly demonstrates relevant experiences, abilities, skills and knowledge for the post in specific context to Moston Lane Community Primary School. As a broad guideline, the length of the letter of application should be three sides of A4, Font size 11 and curriculum vitae's (CV's) will not be accepted.

### Standard One: 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.
- 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.

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| 1a | Create, maintain and evaluate the school's mission, values and ethos.  |
| 1b | Develop and then maintain a positive atmosphere in school, in whereby all pupils can be themselves, grow and thrive.   |
| 1c | Create high expectations for pupils' attainment and progress.  |
| 1d | Work with others to make sure pupils' transition into and out of school is smooth.   |
| 1e | Develop pupils' skills and knowledge that will prepare them for their next stage in education and life.  |
| 1f | Promote, uphold and maintain positive and respectful relationships between staff at all levels.  |
| 1g | Promote, uphold and maintain positive and respectful relationships with outside agencies such as Local Authorities, specialist services, Ofsted, education professionals, Governors and parents. |
| 1h | Ensure that staff always behave professionally with all stakeholders including parents, Governors, and external services.  |

### Standard Two: Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an 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.



### Standard Three: 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 the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

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| 2a | Establish and sustain high quality teaching across all subjects and areas of learning.   |
| 2b | Provide training, support, advice and guidance so that pupils receive the best possible teaching in each key stage.  |
| 2c | Create a culture of staff learning so that their teaching is evidenced and informed regarding how children learn best.   |
| 2d | Establish a culture in which teachers try and improve their own teaching through improving their own subject knowledge.  |
| 2e | Enable staff to know and identify pupils' common errors and misconceptions and understand how to remediate them.   |
| 2f | Establish and maintain high quality teacher demonstrations, explanations and modelling.  |
| 2g | Ensure that teachers use assessment to reshape and improve their lessons and teaching.   |
| 2h | Ensure that teachers use assessment to reshape and improve their lessons and teaching.   |
| 3i | Establish and maintain a curriculum in which pupils, including those with SEN/D, follow the aims and content within each subject identified within the national curriculum (or one with similar ambition). |
| 3j | Set out the knowledge and skills that pupils should gain in each year group, in each subject (and area of learning).   |
| 3k | Ensure that disadvantaged pupils through the curriculum develop the knowledge and skills that they need for their futures.   |

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| 3l | Establish a scheme of work in each subject and area of learning that is well sequenced, progressive and meets well defined points.    |
| 3m | Establish and maintain good quality curriculum leadership.  |
| 3n | Link subject leaders to professional networks and committees.   |
| 3o | Deploy a scheme of work for reading that uses systematic synthetic phonics and develops high quality comprehension and word decoding. |
| 3p | Create systems that ensure valid and accurate summative assessment across each subject and area of learning.                          |

#### Standard Four: Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, 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.

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| 4a | Establish and sustain high standards of behaviour.   |
| 4b | Establish and sustain school and class routines that allows pupils to learn, thrive and flourish.                  |
| 4c | Ensure that pupils are courteous well-mannered, polite and friendly to each other and to visitors.                 |
| 4d | Implement consistent and fair approaches to managing behaviour.  |
| 4e | Develop pupils' pride in their work.   |
| 4f | Ensure that there is little or no bullying, no name-calling or unwanted behaviour.                                 |
| 4g | Ensure that adults' model and teach the behaviour of a good citizen.   |
| 4h | Ensure that pupils are punctual and attend well.   |
| 4i | Ensure that the school builds up positive characteristics such as resilience, problem solving and respect for all. |

#### **Standard Five: Additional and Special Educational Needs and Disabilities**

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- ensure the school fulfils its statutory duties regarding the SEND code of practice.

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| 5a | Ensure that the school caters for different disabilities.   |
| 5b | Ensure that the school has high expectations for pupils with different special educational needs.   |
| 5c | Ensure that pupils with SEN/D learn well in each area of learning and subject.  |
| 5d | Ensure that the schools works effectively and positively with specialist agencies and professionals such as speech therapy, educational psychologists etc |
| 5e | Create an efficient and accurate system of diagnosing and identifying different types of need.  |
| 5f | Provide the support, guidance and reasonable adjustments needed by each SEN/D pupil.  |
| 5g | Provide the support, guidance and reasonable adjustments needed by each SEN/D pupil.  |
| 5h | Ensure the school's paperwork, information report and documentation conform to statutory requirements and is high quality.                                |

#### **Standard Six: Professional Development**

- 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 standard 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 and programmes to build capacity and support succession planning.

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| 6a | Provide staff with the access to high-quality professional development.   |
| 6b | Provide teachers, early in their careers, with the support, mentoring and guidance that they need.              |
| 6c | Provide teachers and teaching assistants with development opportunities so that they can develop their careers. |
| 6d | Make clever use of the local and national career and professional frameworks.                                   |
| 6e | Establish and implement a programme to build the school's capacity to improve and succession plan.              |
| 6f | Ensure effective delivery of staff training.  |
| 6g | Establish effective staff induction programme.  |

#### **Standard Seven: Organisational Management**

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding], as part of the duty of care.
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- ensure staff are deployed and managed well with due attention paid to workload.
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.
- ensure rigorous approaches to identifying, managing and mitigating risk.

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| 7a | Ensure the school complies fully with all health and safety legislation ensuring that staff, pupils' and visitors are safe at school. |
| 7b | Ensure the school complies fully with the Equality Act and Human Rights Act.  |
| 7c | Establish high-quality safeguarding approaches so that staff, pupils and visitors to the school are safe.                             |
| 7d | Establish high-quality safeguarding approaches so that staff, pupils and visitors to the school are safe.                             |
| 7e | Ensure that public funds are efficiently deployed to the benefit of pupils.   |
| 7f | Ensure that procurement practices are fair and transparent.   |
| 7g | Ensure that staff are managed well and have manageable workload.  |



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| 7h | Ensure provision is made for staff wellbeing.   |
| 7i | Oversee systems, processes and timetables to allow the school to operate efficiently. |
| 7j | Write, implement and review school policies and procedures.                           |
| 7k | Ensure that there is a rigorous approach to identifying and managing risk.            |

#### Standard Eight: Continuous School Improvement

- 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.

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| 8a | Self-evaluate the quality of education, personal development and behaviours, and leadership and management in the school. Create a self-evaluation document. |
| 8b | Identify barriers to school progress and implement strategies to minimise barriers.  |
| 8c | Create school improvement plans that contain well-focused actions, measurable success criteria, methods of monitoring and clear evaluation.                  |
| 8d | Oversee a plan to improve the subjects and areas of learning taught in school  |
| 8e | Establish strategies to reduce any gaps in attainment or progress between disadvantaged pupils and other pupils nationally.                                  |

#### Standard Nine: Working in Partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- commit their school to work 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.

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| 9a | Forge constructive relationships with other providers such as leader schools, receiving schools etc                  |
| 9b | Forge constructive relationships with parents, carers, neighbours and the local community.                           |
| 9c | Work constructively and positively with the Local Authority, local services and agencies.                            |
| 9d | Establish and maintaining professional working relationships with colleagues, professionals and other head teachers. |
| 9e | Learn from and contribute to local networks.   |

#### **Standard Ten: 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 relationship 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.

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| 10a | Ensure the Governing Body upholds and carries out its statutory responsibilities.   |
| 10b | Establish and maintain a professional relationship with Governors.  |
| 10c | Enable the committees of the Governing Body to function purposefully.   |
| 10d | Ensure that Governors have full access to the information they need to carry out their duties. Ensure documents are accurate and transparent. |

The Governing Body and Manchester City Council are committed to safeguarding and promoting the welfare of children and young people. Headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).