



Blakesley Church of England Primary School
The Green, Blakesley, Northamptonshire NN12 8RD

Head Teacher – Job Description

This job description is subject to the general conditions of service for a head teacher as set out in the current School Teachers’ Pay and Conditions document and guided by the National Standards of Excellence for Head Teachers 2015.

Salary Range: Group 1; L6-L18; £44,102 - £58,677 (subject to experience)

Accountable to: the Governing Body of Blakesley Church of England Primary School, Northamptonshire Local Education Authority and the Diocese of Peterborough (as a Voluntary Controlled School)

School Vision:

“We create the spark that lights the fire”.

As a Church of England school at the heart of the community and in partnership with parents, Blakesley C of E Primary School is committed to enabling all pupils to achieve their full potential. We will do this through developing a love of learning within a creative, dynamic and vibrant environment based on Christian values where everyone aspires to excellence.

<p>Main Purpose:</p>	<ul style="list-style-type: none"> • The Head Teacher will provide professional leadership and management for the school to ensure that the outstanding practice already evident is sustained and continuously improved. • The Head Teacher will deliver high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all children. • The Head Teacher will deliver a culture that promotes excellence, equality and high expectations of all children. • Working with, and accountable to, the governing body, the Head Teacher will provide vision, leadership and direction for the school. • The Head Teacher will secure the commitment of the wider community to the school by continuing to develop and sustain effective partnerships with, eg, other local schools, other services and agencies for children and the Local Authority and Diocese.
<p>Key Accountabilities:</p>	<p>Quality and Knowledge:</p> <ul style="list-style-type: none"> • Articulate clear values and moral purpose for the leadership of Blakesley CE Primary School, and communicate clearly the school’s vision, empowering all pupils and staff to excel. • Model positive relationships and attitudes towards pupils and parents, governors and members of the local community. • Lead by example – with integrity, creativity, resilience and clarity.



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- Ensure that the education, well-being, and interests of all pupils are at the centre of everything within the school.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally and pursue relevant professional development and associated research.
- Work with political and financial astuteness, with a clear set of principles focused on the school's vision, to translate local and national policy into the school's context.
- Manage effective transition between key stages.

Pupils and Staff:

- Develop, deliver and monitor clear and evidence based school improvement plans.
- Maximise the performance of all pupils through consistently high quality learning and teaching which motivates, challenges and empowers.
- Instill in staff a strong sense of accountability for the impact of their work on pupils' outcomes.
- Create an ethos within which staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents at all levels, coaching current and aspiring leaders in a climate where excellence is the standard, leading to good succession planning.
- Establish a culture of openness to promote sharing of best practice within and between schools.
- Empower pupils to be active participants in their own learning and to take personal responsibility for improving their life chances through their education experience.
- To maintain high standards of behaviour and discipline for pupils and staff.
- Secure excellent teaching through a clear understanding of how pupils learn and the core features of successful classroom practice and curriculum design.
- Provide an outstanding curriculum which is rich and exciting, making use of the latest technology.
- Hold all staff to account for their professional conduct and practice and be prepared to challenge poor practice.
- Be prepared to undertake a teaching role within the school and set an example of outstanding practice.

Systems and Processes:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.



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- Provide and maintain a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their outstanding behaviour; adhere to the guidance and regulations relating to safeguarding young people.
- Establish, implement and maintain rigorous systems for managing the performance of all staff, addressing under performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governing body to deliver its functions even more effectively - in particular its functions to set school strategy and hold the Head Teacher to account for pupil, staff and financial performance.
- Exercise strategic, curriculum-led financial planning, clearly linked to school development plans, to ensure equitable deployment of budgets and resources in the best interests of achievement and the school's sustainability.
- Distribute leadership throughout the school developing leaders who have distinct roles and responsibilities and hold each other to account.

Continuous Improvement:

- Continue the creation of an outward facing school which works with other schools and organisations to champion best practice and secure excellent achievement for pupils.
- Work with the governing body to determine a sustainable future of the school as it continues to grow, through effective strategic planning and forecasting.
- Maintain and develop effective relationships with parents and carers and the wider community.
- Maintain and develop effective relationships with other services to improve academic and social outcomes for all pupils.
- Undertake other such duties as may be deemed appropriate by the Governing Body or the Local Authority or Diocese consistent with the post holder's terms and conditions of service.

Community and Christian Ethos:

- Continue to develop the established and mutually beneficial relationship which exists between the school and St Mary's Church, Blakesley and the Diocese of Peterborough.
- Recognise and value the richness and diversity of the school's communities.
- Actively promote the spiritual, moral and social development of the pupils within the Christian foundation of the school.
- Supervise, encourage and personally lead collective worship.
- Nurture the Christian character and culture of the school.



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Head Teacher – Person Specification

Your application will be judged on its direct relevance to the following person specification; it will be judged, too, on the quality of its content and on its presentation.

ESSENTIAL	DESIRABLE	MEASURED
<p>Education and Qualifications</p> <ul style="list-style-type: none"> • Degree and Qualified Teacher Status • Currently on Leadership Scale • Evidence of recent and relevant personal professional development • Enhanced DBS 	<ul style="list-style-type: none"> • Evidence of further degree/post graduate study /wider relevant experience • NPQH 	<p>Application</p> <p>Documents brought to interview</p>
<p>Knowledge of:</p> <ul style="list-style-type: none"> • Legislation and guidance relating to all aspects of school organisation, including, for example the curriculum, assessment processes, health and safety etc • Current legislation and guidance in relation to safeguarding • Current legislation and guidance in relation to SEN/D • Current educational reforms • Performance management processes • Pedagogy, teaching and learning • Current Ofsted systems and processes 	<ul style="list-style-type: none"> • Transition across key phases • Financial management and funding at both national and local levels • The academy conversion process 	<p>Application</p> <p>Interview</p> <p>Process</p> <p>Reference</p>
<p>Experience</p> <ul style="list-style-type: none"> • At least 5 years’ experience of successful classroom teaching • Currently a highly-regarded head, deputy head or assistant head, with a proven track record of raising achievement • Experience of monitoring and evaluating teaching and learning • Experience of leading curriculum areas and 	<ul style="list-style-type: none"> • Recent experience as Head or Acting Head of a Primary School • Experience of using assessment data to inform decision making • Experience of managing budgets 	<p>Application</p> <p>Interview process</p> <p>Reference</p>



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<p>initiatives</p> <ul style="list-style-type: none"> • Good understanding of all primary key stages including Foundation Stage • Experience of school development planning, writing, delivering and monitoring • Experience of working with the Governing Body 	<ul style="list-style-type: none"> • Recent experience of an Ofsted inspection and follow up • Experience of working successfully with groups such as friends of the school; other professional agencies; learning networks and school clusters and local community groups 	
<p>Leadership and Management:</p> <ul style="list-style-type: none"> • A creative and innovative management style, able to take measured risks and to find creative solutions • An ability to manage change and respond to challenging situations • Able to lead, motivate, support, challenge and consistently raise standards • Strong analytical ability – able to analyse both behaviour and data and use to inform planning • A strategic thinker, able to focus on ‘the big picture’ as well as practical details • Able to articulate theories of teaching and learning, to give strong feedback on classroom performance 	<ul style="list-style-type: none"> • Experience of successful innovation or leading whole-school initiatives/managing change • Evidence of a strategic approach to assessment for learning/personalisation 	<p>Application Interview process Presentation Reference</p>
<p>Skills</p> <ul style="list-style-type: none"> • An outstanding classroom teacher with the ability to make and articulate critical evaluation • Excellent inter-personal skills, able to communicate and inspire trust and warmth • Strong presentation skills with the ability to engage others and to listen • Effective decision maker with good judgment on when to modify and when to maintain a position • Excellent time management, organisational and delegation skills and ability to manage 	<ul style="list-style-type: none"> • Experience of/Involvement in presenting CPD training or in performance management • Experience of managing budgets • Experience of working with fund-raisers and community project groups 	<p>Interview process Reference</p>



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<p>workloads</p> <ul style="list-style-type: none"> • Financial competence • Proactive attitude to ICT both to support the curriculum and as a communication and management tool 		
<p>Attributes and Values</p> <ul style="list-style-type: none"> • Personal qualities of commitment, integrity, flexibility and enthusiasm to uphold high personal and professional standards • Commitment to develop and support the Christian ethos of the school • Able to make a positive impact, to articulate and to model core values • Open and approachable with a vision that inspires others but is also rooted in reality • Able to demonstrate good humour, adaptability, warmth and tolerance • A robust disposition that shows energy and resilience • Able to show creativity and excitement about the curriculum and its possibilities for enhancing learning • A personal commitment for lifelong learning and professional development 	<ul style="list-style-type: none"> • Active involvement in a Christian church 	<p>Interview process</p> <p>Presentation</p> <p>Reference</p>