

Job Description for Supply Headteacher

KIRKLEES SUPPLY SERVICE

Leadership pay spine subject to school size

RESPONSIBLE TO: Headteacher / KSS

RESPONSIBLE FOR: all aspects, of the internal organisation, professional leadership, management, and control of the school and for exercising supervision over the teaching and support staff

You are required to carry out the duties of a schoolteacher as set out in the latest School Teachers' Pay and Conditions document.

CORE PURPOSE

A headteacher's professional duties must be carried out in accordance with, and subject to:

- a. The provisions of all applicable legislation and any orders and regulations having effect under the applicable legislation. This appointment will be made subject to statutory authority in force at the time of the appointment.
- b. The instrument of government of the headteacher's school.
- c. Any rules, regulations or policies made either by the governing body on matters for which it is responsible, by the authority with respect to matters for which the governing body is not responsible or by the Headteacher's employers.
- d. Where the school is a voluntary, foundation or foundation special school, any trust deed that applies to the school.
- e. The terms of their appointment.

In carrying out these duties, to consult, where this is appropriate, with the local authority, the governing body, the staff of the school and the parents/carers of its pupils.

Subject to paragraph 1, a headteacher's responsibilities may be delegated to a deputy headteacher, assistant headteacher or other member of the staff in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities, and maintaining a reasonable balance between work and other commitments for each teacher.

KEY AREAS OF ACTIVITY

1 Whole School Organisation, Strategy and Development

- 1.1 Provide overall strategic leadership and, with others, lead develop and support the strategic direction, vision, values, and priorities of the school.
- 1.2 Develop, implement, and evaluate the school's policies, practices, and procedures.

2 Teaching

- 2.1 Lead and manage teaching and learning throughout the school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils:
 - a. in the first, second, third and fourth key stages, for foundation and other core subjects and religious education; and,
 - b. in the preliminary stages.
- 2.2 Teach.

3 Health, Safety, and Discipline

- 3.1 Promote the safety and well-being of pupils and staff.
- 3.2 Ensure good order and discipline amongst pupils and staff.

4 Management of Staff and Resources

- 4.1 Lead, manage and develop the staff, including appraising and managing performance.
- 4.2 Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers, including on whether a teacher at the school who applied to be paid on the upper pay range should be paid on that range.
- 4.3 Organise, and deploy resources within the school.
- 4.4 Promote harmonious working relationships within the school.
- 4.5 Maintain relationships with organisations representing teachers and other members of the staff.
- 4.6 Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of healthy balance between work and other commitments.

5 Professional Development

- 5.1 Promote the participation of staff in relevant continuing professional development.
- 5.2 Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- 5.3 Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

6 Work with Colleagues and Other Relevant Professionals

- 6.1 Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.

7 Dedicated Headship Time

- 7.1 A headteacher is entitled to a reasonable amount of time during school sessions, having regard to their teaching responsibilities, for the purpose of discharging their leadership and management responsibilities.

8 Daily Break

- 8.1 A headteacher is entitled to a break of reasonable length in the course of each school day and must arrange for a suitable person to assume responsibility for the discharge of their functions as Headteacher during that break.

9 Miscellaneous

- 9.1 Undertake such other duties and responsibilities of an equivalent nature, as may be determined by the job holder's governing body from time to time, in consultation with the job holder.
- 9.2 The job holder's duties must at all times be carried out in compliance with the Council's Equality and Diversity Policy and other policies designed to protect employees or service users from harassment.
- 9.3 Take reasonable care of the Health and Safety of self, other persons, and resources whilst at work.
- 9.4 Co-operate with management of the service as far as is necessary to enable the responsibilities placed upon the Service under the Health and Safety at Work Act to be performed, e.g., operate safe working practices.
- 9.5 It is the duty of the job holder not to act in a prejudicial or discriminatory manner towards service users or employees protected characteristics, including gender, disability, race, sexual orientation, gender identity, age, or religion. The job holder should also counteract such practice or behaviour by challenging or reporting it.
- 9.6 As part of your wider duties and responsibilities you are required to promote and actively support the Council's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting them from harm, neglect, abuse, and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. Safeguarding relates to everyone who may be vulnerable, not just the very old and the very young.

Please click [here](#) to read our safeguarding policy.

Person Specification for Supply Headteacher

KIRKLEES SUPPLY SERVICE

Note to applicants

You should provide a high quality, concise letter of application which addresses the following criteria. To be shortlisted candidates will be judged on how well they address the criteria ranked as E.

The end column indicates how the criteria will be identified; Application Form, (A) Interview (I) and/or References (R)

Attribute	Criteria	Rank	How Identified
Qualifications	• Qualified Teacher Status	E	A, I, R
	• Evidence of further study and qualification in school leadership, such as NPQH, Higher Degree, Post Graduate qualification	D	
	• Relevant on-going professional development	E	
Experience	• Experience of teaching in schools in the relevant age range, e.g., primary and/or secondary	E	A, I, R
	• Experience of teaching in special school settings (FOR SPECIAL SCHOOL HEADTEACHER POSITIONS ONLY)	D	
	• Substantial experience of working within a senior management team, with experience of successful whole school responsibility	E	
Qualities and Knowledge	• Evidence of the ability to communicate and implement a shared vision of excellence for all	E	A, I, R
	• Evidence of developing, leading, and monitoring strategic plans to realise the school vision and sustain school improvement	E	
	• Demonstrate excellent inter-personal skills to secure positive relationships and attitudes towards pupils, staff, parents/carers, governors, and the wider community	E	
	• Evidence of developing successful leadership and management qualities, demonstrating the ability to lead by example	E	
	• Experience of leading and empowering staff and pupils to excel	E	
	• A knowledge of current educational developments, national policy and research and their potential to enhance school self-improvement	E	
	• Ability to use IT as a teaching and learning tool and to aid management processes	E	
	• Clear understanding of the role of the headteacher	E	
	• Knowledge of current educational issues and developments	E	
Developing Pupils and Staff	• Experience of securing excellent teaching through a clear understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to successful outcomes in terms of pupils'	E	A, I, R
	• Experience of organizing, and sharing best practice within and between schools, to establish a culture of professional development	E	
	• An ability to create an ethos in which all staff are supported to develop their own skills and subject knowledge	E	
	• Evidence of coaching and developing staff at all levels, which builds upon emerging talents to secure standards of excellence	E	
	• Experience of holding staff to account for their professional conduct and practice, providing	E	

	<p>challenge and taking appropriate action when performance is unsatisfactory</p> <ul style="list-style-type: none"> • Evidence of developing the spiritual, moral, social, and cultural development of all pupils • Evidence of ensuring staff have the necessary skills and knowledge to promote equality, respect diversity and challenge stereotypes to promote the rights of pupils 	<p>E</p> <p>E</p>	
Accountability: Systems and Processes	<ul style="list-style-type: none"> • Experience of presenting a clear account of the school's performance to members of the school community, including governors, to enable others to fulfil their responsibilities • Experience of establishing clear policies and practice throughout the school and implementing procedures to monitor and evaluate their impact • An understanding of developing distributed leadership, through building teams with clear roles and responsibilities • Experience of implementing rigorous, fair, and transparent systems and measures for managing the performance of all staff, addressing under performance, supporting staff to improve, and valuing excellent practice • Knowledge of how to provide a safe, calm, well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour in school and in the wider society • Demonstrate an understanding of the role of the governing body and how the headteacher supports governors to ensure they fulfil their duties effectively • Demonstrate an understanding of curriculum-led financial planning which ensures the appropriate deployment of budgets and resources in the best interests of pupils' achievements and the schools' sustainability 	<p>D</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>	A, I, R
The Self-improving School System	<ul style="list-style-type: none"> • Experience of working collaboratively with other schools, agencies, the wider community, Christian and other faith communities, to enrich the learning experiences of pupils • Ability to engage in a partnership with parents/carers to enhance pupils' enjoyment, well-being, achievement, and personal development • An ability to promote the school within the local community and beyond • Experience of working with professionals and colleagues in other public services to improve academic and social outcomes for all pupils • Experience of implementing innovative changes which have impacted positively on outcomes for pupils • An ability to inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education • Willingness to contribute to extra-curricular activities and the whole of school life 	<p>D</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>E</p> <p>E</p>	A, I, R
Safeguarding Pupils	<ul style="list-style-type: none"> • Knowledge, understanding, experience of and commitment to Child Protection, safer recruitment and safeguarding policies and procedures • Designated Safeguarding Lead (DSL) trained or willingness to be trained upon appointment • Ability to form and maintain appropriate relationships and personal boundaries with pupils • Willingness to undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process. • Fully supportive references 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	A, I, R