



Warden Hill Junior School

Birdsfoot Lane, Luton, Bedfordshire, LU3 2DN | T: 01582 591386 | www.wardenhilljuniors.co.uk

JOB DESCRIPTION

JOB TITLE: Head Teacher

PURPOSE: To provide the vision, professional leadership, and management of the school; creating, maintaining, and developing the conditions that provide a secure foundation from which to achieve the highest standards in all areas of the school's work.

RESPONSIBLE TO: The Governing Body

MAIN DUTIES AND RESPONSIBILITIES:

1 Strategic Direction and Development of the School

- 1.1 Work with the Governing Body and other key stakeholders to establish and sustain the school's ethos, vision, and values, and ensure these are clearly articulated, shared, understood, and acted upon effectively by all.
- 1.2 Lead by example, demonstrating the school's vision in everyday work and practice, providing the inspiration and motivation to create a shared culture and positive climate.
- 1.3 Promote excellence, equality, and high expectations of all pupils, including those with SEN and disabilities, and the wider school community, ensuring a consistent and continuous school wide focus on pupils' well-being, achievement, and attainment with learning at the centre of strategic planning and resource management.
- 1.4 Maintain a secure understanding of the current Ofsted framework, using this to inform whole-school planning in order to support strategic improvement.

2 Teaching and Learning

- 2.1 Build a school culture and curriculum that takes account of the richness and diversity of the school's communities to ensure the highest quality of teaching and learning. Exercise responsibility for ensuring fair and equal treatment of all stakeholders.
- 2.2 Secure excellent teaching through an analytical understanding of how pupils learn at primary level and of the core features of successful classroom practice, especially the teaching of reading, leading to rich curriculum opportunities and pupils' well-being.
- 2.3 Encourage high standards of behaviour from pupils and promote the effective management of pupil behaviour, by establishing and implementing policies that are understood by all and clearly demonstrated by adults across the school.
- 2.4 Implement a framework of effective evaluation, assessment and performance management which engages the whole school community in improvement and measurement of improvement.





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3 Leading and Managing Staff

- 3.1 Ensure the school embraces the modernisation of an integrated Children's Service, demonstrated within the school workforce on an ongoing basis, developing roles and people to ensure the most effective deployment and development of all workers, effective performance management and pay strategies which reflect skills and contribution, whilst adhering to equal pay legislation.
- 3.2 Develop an organisation in which staff are consulted and involved in decision-making, as appropriate, in order to encourage a sense of ownership and involvement in the school.
- 3.3 Hold all staff to account for their professional conduct and practice, addressing any under-performance, supporting staff to improve, and valuing excellent practice.
- 3.4 Ensure effective planning, allocation, support, and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities, whilst fostering a working culture in which the wellbeing of staff is protected.
- 3.5 Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- 3.6 Manage the school's resources effectively and efficiently to achieve the school's education goals and priorities, monitoring, evaluating, and reviewing on an ongoing basis.
- 3.7 Exercise responsibility for ensuring that all new employees receive an induction programme and are properly inducted in the school's policies and procedures, specifically those relating to child protection and safeguarding children.

4 Efficient and Effective Use of Resources

- 4.1 Manage the school's resources effectively and efficiently to achieve the school's education goals and priorities, monitoring, evaluating, and reviewing on an ongoing basis.
- 4.2 Be responsible for setting appropriate priorities for expenditure within a balanced budget, allocating funds and ensuring effective financial and administrative control.
- 4.3 Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.

5 Accountability

- 5.1 Fulfil all commitments arising from the contractual accountability to the Governing Body, including providing information, objective advice, and support to the Governing Body to enable it to meet its responsibilities – in particular its functions to set school strategy and hold the Head Teacher to account for pupil, staff and financial performance - recognising that the Governing Body is accountable for the success of the school.
- 5.2 Develop, monitor, and maintain a safeguarding culture that is in line with statutory guidance and in which all staff understand their responsibilities in regard to keeping children safe and are confident in carrying them out.





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- 5.3 Ensure the school complies with all aspects of Safer Recruitment, making appropriate checks and keeping appropriate records including the single central record.
- 5.4 To be the designated Safeguarding lead and be accountable for all elements of this role.

6 Professional Development

- 6.1 Regularly review own practice, set personal targets, and take responsibility for own professional development.
- 6.2 Sustain wide, current knowledge and understanding of education and school systems locally, nationally, and globally, and pursue continuous professional development.
- 6.3 Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- 6.4 Manage own workload and that of others to allow an appropriate work-life balance.
- 6.5 Inspire and influence others – within and beyond the school – to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Because of the nature of this job, 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.

We will consider any reasonable adjustments under the terms of the Equality Duty Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The jobholder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to:

- i) Equal Opportunities
- ii) Health and Safety
- iii) Data Protection Act (2018)





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PERSON SPECIFICATION

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Attributes	Essential	How Measured	Desirable	How Measured
Qualifications	Qualified Teacher Status or Post Graduate Certificate of Education.	1,4	Degree	4
	Evidence of relevant continuing professional development in an accredited area of training or leading to a further professional qualification.	1,2,4	NPQH	
Experience	Management position and responsibilities within a primary phase context, with proven experience of the creation of effective teams.	1, 2	Currently employed on the Leadership Grade.	2
	Teaching across age range or phase of school and an exemplar-teaching practitioner and role model.	1, 2	Experience of working in partnership with other schools.	1, 2
	Substantial experience of monitoring and evaluation, target setting, school improvement planning and curriculum leadership.	1, 2	Experience of working with children with special educational needs.	1, 2
Knowledge/ Skills/ Ability	Demonstrable ability to improve the quality of learning and teaching.	1, 2	Understanding of, and proven experience in, successfully promoting and improving staff well-being.	1, 2
	Understanding of principles, and demonstrable ability to lead and manage 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		





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Attributes	Essential	How Measured	Desirable	How Measured
	Demonstrable ability to motivate, develop and inspire staff and teams working across the school, to fulfil school objectives and to manage change to support whole school improvement, including by the effective use of performance management and coaching and mentoring.	1, 2		
	Understanding of the scientific principles of how children learn at primary level, and demonstrable ability to model and inspire excellence in pedagogy, especially the teaching of reading.	1, 2		
	Ability to articulate 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		
	Ability to communicate effectively with pupils, parents, partners, and governors.	1, 2		
	Ability to embrace and develop inclusion and diversity.	1, 2		
	Ability to manage and make effective use of resources, including financial resources.	1, 2		
	Ability to assimilate and analyse information and make effective judgements including when under pressure.	1, 2		
	Ability to be an effective member of the school team and provide appropriate leadership.	1, 2, 3		





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Attributes	Essential	How Measured	Desirable	How Measured
Competencies	<p>Ability to keep pupils and staff safe. This includes demonstrating the following:</p> <p>Appropriate motivation to work with children,</p> <p>Ability to form appropriate relationships with children,</p> <p>Emotional resilience in working with challenging behaviours,</p> <p>Appropriate attitudes to use of authority and maintaining discipline and good behaviour.</p>	1, 2		
School-Specific	<p>Commitments to the removal of barriers to learning that are presented by disadvantage and deprivation.</p> <p>Experience of working with vulnerable children and families.</p>	<p>1, 2</p> <p>1,2</p>	<p>A commitment to engaging parents and other stakeholders, to ensure that the school is seen as being at the heart of our community.</p> <p>Experience of and ability to manage extended day activities.</p>	1,2

'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 and Barring Service.'

