

# ST. LAURENCE'S CATHOLIC PRIMARY SCHOOL, KNOWSLEY

## HEADTEACHER JOB DESCRIPTION

The school has been designated by the Secretary of State as a school with a religious character. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teaching of the Roman Catholic Church and the Trust Deed of the Archdiocese of Liverpool. At all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ. The post therefore requires a practising Catholic who can show by example and from experience that he or she will ensure that the school is distinctively Catholic in all its aspects.

This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. It is subject to the current conditions of service for Headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation.

This job description is based on the key areas identified in the National Standards for Headship published by the Department for Education and Skills (October 2004).

The governing body and the Diocese acknowledge the importance of the role of the Catholic Headteacher and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

**The governing body and the Diocese are committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other clearance required by law.**

### **A. The Core Purpose of the Headteacher**

The core purpose of the Headteacher is to provide professional leadership and management of the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Headteachers must establish a culture that promotes excellence, equality and high expectations of all pupils. This will include ensuring that religious education is in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church.

The 'preferred future', expressed in the strategic vision and development of a Catholic school, stems from the educational mission of the Church, which is reflected in the school's mission statement and school improvement plan.

The Headteacher, working with the governing body and others, is expected to draw on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community. The vision should explore Gospel values, core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The Headteacher is the leading professional in the school. Accountable to the governing body, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organisation and administration of the school.

The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, parishes, the Diocese, the Local Authority, higher education institutions and employers. Through such partnerships and other activities, Headteachers play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.

## **B. The six key areas of headship**

### **1. Shaping the Future**

The strategic direction and development of the school stem from the educational mission of the Church. The Headteacher will ensure that his/her leadership demonstrates commitment to promoting and developing the school's distinctive Catholic identity through the search for excellence in all areas of this work.

Critical to the role of headship is working with the governing body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.

The Headteacher will:

- Recognise the authority of the Bishop in relation to the provision of education in the diocese and work within the school and parish community to create and promote an educational vision and values for the school which take account of the school's Catholic mission and of the diversity, values and experiences of the school and the community it serves.
- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- Demonstrate the vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive climate.
- Encourage creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that strategic planning takes account of the diversity, values and experience of the school and community at large.

## **2. Leading Learning and Teaching**

In a Catholic school the Headteacher leads a learning community rooted in Christian belief and principles. The search for excellence is given expression in learning and teaching which recognise pupils' individual worth as made in the image and likeness of God. The Headteacher will lead the school community in promoting positive attitudes to learning amongst pupils and staff which stem from Christ's vision for humanity.

The Headteacher has a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

The Headteacher will:

- Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Ensure high quality personal, social, health education and citizenship in accordance with the teachings and doctrines of the Catholic Church.
- Ensure quality provision for pupils' spiritual, moral, social and cultural education in line with the distinctive Catholic nature, purpose and aims of the school.
- Ensure arrangements for the daily Act of Collective Worship and the spiritual life of the school.
- Ensure the diocesan policy for RE is fulfilled
- Further develop creative, responsive and effective approaches to learning and teaching.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Implement strategies which secure high standards of behaviour and attendance.
- Determine and implement a diverse, flexible curriculum and implement an effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge underperformance at all levels and ensure effective corrective action and follow-up.

### **3. Developing Self and Working with Others**

In a Catholic school the role of a Headteacher is one of leadership of a learning community rooted in faith. The Headteacher's leadership should take Christ as its inspiration. The Headteacher's work with staff should demonstrate an awareness of their unique contribution as individuals, valued and loved by God.

Effective Headteachers manage themselves and their relationships well. Headship is about building a professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the Headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, Headteachers should be committed to their own continuing professional development.

The Headteacher will:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture consistent with the Catholic ethos of the school and its mission.
- Build a collaborative learning culture within the school and actively engage with other schools including other Catholic institutions to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review in the context of the Catholic school.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Manage own workload and that of others to allow an appropriate work/life balance.

### **4. Managing the Organisation**

In the Catholic school all deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with the school's Mission Statement.

The Headteacher needs to provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation. The Headteacher should ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the school to build capacity across the workforce and ensure resources are deployed to achieve value for money. The Headteacher should also seek to build successful organisations through effective collaborations with others.

The Headteacher will:

- Create an organisational structure which reflects the school's Catholic values, and enables the management systems, structures and processes to work effectively and legally.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- Ensure that policies and practices take account of national and local circumstances, policies and initiatives and of Diocesan priorities.
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school.
- Implement successful performance management processes with all staff.
- Challenge inappropriate staff behaviour and deal effectively with staffing issues, including those relating to conduct, competence and attendance.
- Manage and organise the school environment efficiently and effectively to ensure that it reflects the distinctive characteristics of Catholic education and meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the school.

## **5. Securing Accountability**

In the Catholic school the Headteacher fulfils his or her responsibilities in accordance with the Instrument of Government. He/she supports the governing body in fulfilling its responsibilities to the Diocese under Canon Law as well as in accordance with national legislation.

The Headteacher is accountable to a wide range of groups, particularly pupils, parents, carers, governors, parish, diocese and the LA. The Headteacher is accountable for ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely. The Headteacher is legally and contractually accountable to the governing body for the school, its environment, the fulfilment of its Catholic mission and all its work.

The Headteacher will:

- Fulfil commitments arising from contractual accountability to the governing body.
- Further develop a Catholic school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities and secure the distinctive Catholic character of the school.
- Monitor and evaluate the performance of the school and its achievements as a Catholic school.

- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers.
- Reflect on personal contribution to school achievements and take account of feedback from others.

## **6. Strengthening Community**

In a Catholic school the Headteacher is responsible for the mission of the school to the local and wider Catholic community and beyond. He/she will collaborate with the parish and other Catholic organisations as well as with the wider educational community for the benefit of the school's community and others. He/she will demonstrate a belief that community and school are interdependent and that engagement with the community promotes school development.

The Headteacher should commit to engaging with the internal and external school community to secure equity and entitlement. The Headteacher should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. The Headteacher should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children. The Headteacher shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

The Headteacher will:

- Build a school culture and curriculum based on Gospel values, the teaching of Jesus Christ and the Catholic Church, which take account of the richness and diversity of the school's communities.
- Create and promote positive strategies for challenging prejudice and dealing with harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community and promote commitment to serving the common good.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers as the prime educators to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, the parish community, businesses or other organisations into the school to enhance and enrich the school as a faith community and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children.

***The applicant will be required to safeguard and promote the welfare of children and young people.***

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteachers.*

## **Annex**

### **St Patrick's Catholic Primary School**

In addition to the normal duties of a headteacher, the headteacher of St Patrick's is required to undertake the following, for which recognition is made in the remuneration package:

#### **1. 'Safe & Sound' Extended Childcare**

Subject to the oversight of the governing body, the headteacher has overall accountability for the proper management of the extended childcare provision. Daily routine tasks will be delegated to other senior leaders.

The headteacher will ensure that an agreed weekly rota is produced for the provision of advice and support from 7:30 am to 6:00pm daily. The headteacher will participate in this rota.

The headteacher will ensure that on-call cover is available during the school holiday opening hours.

#### **Lead school for WCPSPD**

St Patrick's is the lead school for the Wigan Catholic Primary Schools Direct which provides initial teacher training for up to 25 students per year.

The headteacher is responsible for ensuring that the following responsibilities are fully discharged:

The school is the agreed point of contact for the partnership and holds the funding allocations from the NCTL for the partnership's School Direct training places. The school is responsible for communications across the partnership to and from the NCTL and between each participating member of the partnership. The school is responsible for partnership activity and actions as well as placing trainees across the partnership.

The headteacher provides a key supporting role for the Alliance Lead\*. In addition, headteacher is required to commit to attending termly WCSD steering meetings, Interviews for potential candidate, open evenings to promote the partnership, partnership development meetings, university steering meetings and working parties.

The headteacher has overall responsibility for the finance of WCPSPD, the Partnership Contract with the university provider, due diligence documentation with the university provider, quality assurance of the course and partnership, annual review and monitoring of the course and partnership.

\*The School Direct Alliance Lead is currently an assistant headteacher employed at Saint Patrick's. Her duties are

- To oversee school-led training and manages communications, protocols, documentation, roles and responsibilities within the School Direct partnership;
- To ensure the smooth running of the programme by sharing expectations, agreeing the respective roles and responsibilities between the lead school and the university and clarifying processes and procedures;
- To track the progress of trainees and manages interventions where necessary;
- To coordinate the internal quality assurance processes;
- To oversee School Direct admissions;
- To organise the allocation of trainees and school experience;
- To organise the recruitment and selection of trainees and the participation of school partners as well as university tutors;
- To appoint Professional Learning Coordinators who are responsible for training and supervising trainees (how many depends on the size of the school). Where possible, Professional Learning Coordinators should be experienced members of staff and be able to hold a mentoring role for some time so continuity can be maintained;
- To ensure that Professional Learning Coordinators are able to attend all training provided by the university;
- To place trainees in appropriate classes, allowing them opportunities to meet the requirements for the school experience and the Teachers' Standards;
- To provide opportunities for trainees to teach their specialist subject/subject strength;
- To liaise with the partnership schools when a need for enhanced support is identified;
- To track and monitor trainee reviews and progress;
- To monitor trainees' placement evaluations and intervening where necessary;
- When appropriate, to liaise with subsequent schools, providing continued mentoring where possible.

If in future the Alliance Lead is not employed at St Patrick's the headteacher nevertheless retains responsibility for ensuring this role is fulfilled.