

JOB DESCRIPTION: HEADTEACHER OF YSGOL ABERPORTH

Main Purpose of the Job

Provide effective, dynamic vision and leadership with the ability to inspire learners and staff at Ysgol Aberporth and Canolfan y Don, ensuring learners reach their full potential.

The Headteacher is responsible for the internal organisation, leadership and management of the school and Canolfan y Don.

They will be accountable to the Governing Body and by means of the Director of Education to the Local Education Committee. Rules, regulations or policies imposed by the employers and the particular appointment conditions contained therein must be adhered to.

The Headteacher must consult with the LA, Governing Body, staff and parents as appropriate. The Headteacher has an active role in formulating the overall aims and objectives of the school as well as the policies for implementing them.

Main Duties and Responsibilities

In conjunction with this job description, the duties and conditions of service to Headteachers outlined in the current edition of the School Teacher Pay and Conditions document must be read.

1. Curriculum

- Lead innovation in teaching methods and curriculum design.
- Organise and deliver an appropriate, broad and balanced curriculum rooted in the four purposes of a Curriculum for Wales that will meet the intellectual, physical, emotional, moral, spiritual and cultural needs of all learners, and communicate that programme with clarity and enthusiasm to all staff, parents, governors and the Local Authority.
- Organise and deliver a curriculum that supports development as appropriate to the needs, experience, interests, ability and stages of development of the school's learners, within available resources.
- Develop and deliver a curriculum that places emphasis on fostering learners' sense of self and habitat and understanding of their identity in a broad and inclusive context.
- Promote an environment that will encourage learners to become bilingual citizens who give prestige to the Welsh language and its culture.
- Report to Governing Body how curriculum time is used.

2. Review and Evaluation

- Review the work and organisation of the school
- Evaluate teaching and learning standards within the school, ensuring that accurate standards are set, monitored and maintained
- Support staff pastorally and professionally and ensure that continuing professional development and training opportunities are available to all
- Engage in activities necessary for evaluating the Headteacher
- Ensure that trainee teachers, new teachers or those returning to a teaching post after a period of absence receive suitable support and training

3. Management Information

- Participate in the appointment of teaching and non-teaching staff
- Allocate work to staff in a manner consistent with conditions of employment, maintaining a reasonable balance in the duties they are expected to perform
- Ensure that teachers have sufficient information to carry out their duties in an objective manner
- Provide confidential, thoughtful information on staff work and performance when relevant to their next job

4. Learner Progress and Pastoral Care

- Provide effective guidance to ensure that the school provide an exciting place to learn that meets its set and required goals and where learners will enjoy success and reach their full potential.
- Develop suitable processes and procedures for monitoring, assessing and recording learners' progress, including setting targets for individuals, in accordance with statutory requirements.
- Ensure that the school provides a safe, caring, inclusive and supportive realm and community for all learners and adults who learn and work there.
- Define a network of duties within the school that ensure pupils receive appropriate support in terms of their well-being.

5. Learner Discipline

- Maintain good order and discipline and an acceptable code of conduct among pupils, in accordance with the Conduct and Discipline Policy, as approved by the Governing Body
- Ensure all staff consistently implement the policy whether on school premises or during out-of-school activities or visits
- Make arrangements to maintain good order and discipline during lessons and breaks, by ensuring that:
 - i) safe and sound system in place
 - ii) all adults and children on site are familiar with the system
 - iii) competent person responsible

6. Relationship

- Develop close working links with the parents and local community, neighbouring schools, including secondary institutions, the governing body, the Local Authority, and all official and voluntary agencies whose work coincides with school activities as follows:
 - (a) Relationship with the Parents**
 - Make arrangements for parents to receive regular information about their children's education
 - Encourage parents to be actively involved in school life and work
 - (b) Relationship with the Governing Body**
 - Advise and assist the Governing Body to work effectively by producing reports and providing information
 - (c) Relationship with the Local Education Authority**
 - Co-operate with and collaborate with Local Education Authority Officers by providing information and reports, to develop a strong partnership
 - (d) With external bodies**
 - Develop and promote useful relationships with individuals, bodies and agencies outside of school
 - (e) With other educational institutions**
 - Liaise with other educational organisations and organisations for the benefit of pupils, staff and school

7. Resources

- Be responsible for the allocation of resources, in collaboration with the Governing Body
- Take all reasonable steps to ensure that financial systems are robust, effective and in line with Local Education Authority regulations

8. Building and Property

- Make arrangements with the Governing Body to ensure that the school building, contents and grounds are protected safely and effectively and to ensure that the buildings and properties are well maintained
- Notify the Governing Body and/or to the Local Education Authority if maintenance is insufficient
- Ensure that the Health and Safety requirements of staff, pupils and visitors to the school are adhered to in accordance with Health and Safety Executive (HSE) regulations and Local Education Authority requirements
- Report without fail to the Governing Body and/or to the Local Education Authority of any matters which may have Health and Safety implications

9. Teaching

- The Headteacher currently has no teaching responsibility due to potential budget challenges, this could be subject to change.
- Share in the delivery and ensure proper arrangements are in place to ensure that a class is taught effectively when the class teacher is absent

10. Absence of the Headteacher

- Delegation of authority and responsibilities to the Deputy headteacher or other suitable person during the absence of the Headteacher

11. Teachers' Unions and Associations

- Ensure that school staff receive relevant information and can consult with teachers' organisations and non-teacher organisations

12. Daily Break

- The Headteacher is entitled to a break of reasonable length and that break does not have to coincide with the school's midday break
- During the absence of the Headteacher, the Deputy Headteacher or other qualified person should be designated to be responsible for that period.

**PERSON SPECIFICATION:
HEADTEACHER OF YSGOL ABERPORTH**

CATEGORY	ESSENTIAL	DESIRED
1. Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • National Professional Qualification for Headship (NPQH) 	
2. Experience	<ul style="list-style-type: none"> • Recent and relevant experience of leadership role within primary education • Experience of being an effective leader • Successful and extensive teaching experience 	<ul style="list-style-type: none"> • Recent experience as headteacher or deputy headteacher/executive headteacher in a primary school • Experience teaching within more than one school • Experience of working with pupils with profound / multiple learning needs
3. Professional Development	<ul style="list-style-type: none"> • Evidence of the implementation of management-related continuing professional development with school leadership, learning and curriculum teaching • Experience leading/coordinating professional development opportunities • Ability to identify your own learning needs and support others to designate their learning needs 	<ul style="list-style-type: none"> • Experience working with other schools/organisations/agencies or cluster
4. Strategic Leadership	<ul style="list-style-type: none"> • Ability to define and share a vision of primary education inspiring and motivating staff, pupils, parents and governors • Evidence of having translated a team or school-wide vision into reality • Evidence of successful strategies for planning, implementation, monitoring and evaluation for continuous improvement • Evidence of learning from schools and other colleagues • Ability to analyse progress data/data, develop strategic plans, set targets and monitor/evaluate progress • Quality information in relation to educational provision, characteristics of effective schools and strategies for raising expectations among learners and staff • Evidence of having implemented an effective management project • An understanding of pupils' happiness and wellbeing and a commitment to promoting and protecting them • Ability to recognise and include the pupils' voice in all appropriate aspects of the school 	
5. Learning and Teaching	<ul style="list-style-type: none"> • Evidence of having an understanding of current and future requirements for 	

	<p>Curriculum for Wales, ALN Transformation Programme</p> <ul style="list-style-type: none"> • Evidence of effective curriculum design • Knowledge and experience of a range of successful learning and teaching strategies to meet the needs of all learners • A robust understanding of effective assessment strategies and the use of assessment to shape next learning steps • Experience in developing effective learning and teaching • Understanding of the characteristics of an effective learning environment • Ability to demonstrate a proven record of accountability in all aspects of school management • Ability to analyse, interpret and present data 	
6. Staff Leadership and Management	<ul style="list-style-type: none"> • Experience of working with, leading and developing teams of staff • Ability to delegate work and support colleagues as they take on responsibilities • Experience of managing performance and supporting colleagues' continuing professional development • An understanding of how effective resource management and finances enable a school to achieve its educational priorities 	<ul style="list-style-type: none"> • Experience of working with governors to enable them to fulfil their whole-school responsibilities
7. Skills, Qualities and Ability	<ul style="list-style-type: none"> • Excellent interpersonal and communication skills in Welsh and English • Be open to new ideas by being creative, innovative and inspiring • High expectations for learning, progress and learner attainment • High expectations of yourself and of others • Firm commitment to continuous school improvement • Ability to be enthusiastic and positive at all times • Ability to schedule work, prioritise tasks, make decisions and manage time effectively • Good relationships with learners and all stakeholders • A sense of care and interest in each individual and respect for the uniqueness of each child • A firm commitment to promoting the Welsh language and culture • A willingness to continue to promote and strengthen community links • Personal values that reflect the inclusion, wellbeing and community-oriented nature of the school and Canolfan y Don. • A dynamic and proactive attitude towards addressing challenges, issues and concerns 	