



## St Joseph's College

### HEADTEACHER JOB DESCRIPTION

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#### Introduction

The job description is based on the Headteacher's Standards and is set out in three domains:

- Culture and ethos
- Curriculum and teaching
- Organisational effectiveness

## 1. Culture and Ethos

#### School Culture

- establish and sustain the school's strategic direction and Catholic ethos in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life within the framework of the educational mission of the Church
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life, including faith and spiritual development
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment, rooted in Gospel values
- ensure a culture of high staff professionalism with Christ as the model for staff

#### Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy and the principles of a leading Catholic education
- implement consistent, fair and respectful approaches to managing behaviour rooted in Church teaching
- ensure that adults within the school model and teach the behaviour of a good citizen, reflecting the distinctive characteristics of Gospel values

#### Professional Development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs, including CES and Diocesan INSET
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning, including Catholic and Christian Brothers professional qualifications

## **2. Curriculum and Teaching**

### **Teaching**

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

### **Curriculum and Assessment**

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught within the framework of a Catholic education
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities who understand and model Gospel values
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

### **Additional and Special Educational Needs**

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities in accordance with Gospel values
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

## **3. Organisational Effectiveness**

### **Organisational Management**

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care, inspired by Gospel values
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently, reflecting Gospel values
- ensure rigorous approaches to identifying, managing and mitigating risk

### **School Improvement**

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement, including spiritual and faith development
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context

- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time, in keeping with Gospel values and the Charism of Blessed Edmund Rice

### **Working in Partnership**

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community and churches
- commit their school to work successfully with other schools, parishes and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils