



## Kieran McGrane - Headteacher

The Crescent Callerton Lane Ponteland Newcastle upon Tyne NE20 9EG

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### JOB DESCRIPTION

<b>JOB TITLE:</b>	<b>Headteacher</b>
<b>GRADE:</b>	<b>L39-43</b>
<b>RESPONSIBLE TO:</b>	<b>Chief Executive Officer (CEO)</b>
<b>RESPONSIBLE FOR:</b>	<b>Senior Leadership Team (PHS)</b>
<b>MAIN PURPOSE OF ROLE:</b>	<b>To provide highly effective strategic and operational leadership to secure high standards of teaching and learning leading to exceptional outcomes for all students.</b>
	<b>To actively contribute to the strategic leadership of Pele Trust</b>

### GENERAL DUTIES/RESPONSIBILITIES

These are covered under the domains as set out in the [Headteachers Standards 2020](#), namely the domains of

- 1. Culture and ethos**
  - 1.1. school culture
  - 1.2. behaviour
  - 1.3. professional development
- 2. Curriculum and teaching**
  - 2.1. teaching
  - 2.2. curriculum and assessment
  - 2.3. additional and special educational needs
- 3. Organisational effectiveness**
  - 3.1. organisational management
  - 3.2. school improvement
  - 3.3. working in partnership

These are underpinned by demonstrating consistently high standards of principled and professional conduct as outlined in the [Seven Principles of Public Life](#), also known as the Nolan Principles. Both within and outside school, the headteacher must:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs



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- ensure that personal beliefs are not expressed in ways that exploit their position, pupils' vulnerability or might lead pupils to break the law

As leader of our school community, the headteacher must:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

## **SPECIFIC DUTIES/RESPONSIBILITIES**

1. School culture
  - 1.1. sustain the school's ethos and strategic direction in partnership with the Academy Committee and CEO, and through consultation with the school community
  - 1.2. create a culture where pupils experience a positive and enriching school life
  - 1.3. uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
  - 1.4. promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
  - 1.5. ensure a culture of high staff professionalism
2. Teaching
  - 2.1. 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
  - 2.2. ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
  - 2.3. ensure effective use is made of all forms of assessment
3. Curriculum and assessment
  - 3.1. ensure a broad, structured and coherent curriculum entitlement that sets out the knowledge, understanding and skills that will be taught
  - 3.2. establish and sustain effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
  - 3.3. ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly supporting weak readers so that they can 'catch up and keep up' with their peers
  - 3.4. ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum
4. Behaviour
  - 4.1. 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
  - 4.2. ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
  - 4.3. implement consistent, fair and respectful approaches to managing behaviour



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- 4.4. ensure those adults within the school model and teach the behaviour of a responsible and respectful citizen
5. Additional and special educational needs and disabilities
  - 5.1. ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
  - 5.2. establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
  - 5.3. 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
  - 5.4. ensure the school fulfils its statutory duties with regard to the SEND code of practice
6. Professional development
  - 6.1. ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
  - 6.2. 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
  - 6.3. 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
7. Organisational management
  - 7.1. ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
  - 7.2. prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
  - 7.3. ensure staff are deployed and managed well with due attention paid to workload
  - 7.4. establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
  - 7.5. ensure rigorous approaches to identifying, managing and mitigating risk
8. Continuous school improvement
  - 8.1. make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers that limit school effectiveness, and identify priority areas for improvement
  - 8.2. 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
  - 8.3. ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time



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9. Working in partnership

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

10. Governance and accountability

- 10.1. understand and welcome the role of effective governance, upholding your obligation to give account and accept responsibility
- 10.2. establish and sustain a professional working relationship with those responsible for governance
- 10.3. ensure that staff know and understand their professional responsibilities and are held to account
- 10.4. ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties