



## **Headteacher Post Job Description**

**Role:** Headteacher for Greenford School, Maiden Newton

**Salary Banding:** L12-18: £67,898 - £77,924 (2026)

**Start date:** 1 September 2026

### **General duties and responsibilities**

To carry out the duties of Headteacher as set out in the current school Teachers' Pay and Conditions Document and Headteacher Standards (2020).

### **The primary purpose of the job of Headteacher**

The headteacher embodies and inspires the ethos and culture of the school, securing this vision with all members of the school community. The headteacher establishes and ensures a safe and secure environment for learning and teaching that enables staff and children to achieve their highest individual potential.

### **Qualities**

The headteacher will:

- Uphold public trust on school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive relationships across the school community
- Serve the best interests of the pupils
- Take responsibility for their own professional development and engage with current educational developments

### **Duties and responsibilities**

In all these the Headteacher will work with the Local Authority, the Diocese of Salisbury, the Governing Body and staff team to create a shared vision and a strategic plan, undergirded by Christian values which inspires and motivates the whole school community.

The headteacher will:

### 1. School culture

- Create a culture where pupils experience a positive and enriching school life; in which each child feels included
- Establish and sustain the school's ethos and strategic direction in partnership with the Governing Body and in consultation with the school community
- Uphold ambitious educational standards in order to prepare pupils from all backgrounds for the next phase of education and life
- Ensure a high standard of staff professionalism, promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment.

### 2. Teaching and learning

- 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 specialisms

### 3. Curriculum and Assessment

- Ensure the teaching of a broad, structured and coherent curriculum which sets out the knowledge, skills and values that will be taught
- Establish effective curriculum leadership and develop confident subject leaders
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics
- Ensure the use of valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure excellent provision of IT skills and digital learning for pupils
- Ensure that the curriculum reflects Christian teaching and values

### 4. Behaviour

- Establish and sustain high standards of behaviour for all pupils, built upon relationships, rules and routines that are understood clearly by all staff, pupils and parents.
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- Implement consistent, fair and respectful approaches to managing behaviour and ensure that adults within the school model and teach the behaviour of a good citizen

## 5. Additional Educational Needs

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

## 6. Staff management and Professional development

- Ensure the staff have access to high quality and sustained professional development opportunities; aligned to balance the priorities of whole school improvement, team and individual needs
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standards for teachers' professional development
- Ensure that professional development opportunities draw on expert provision both from inside and outside the school. This will include nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

## 7. Organisational management

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the school's duty of care
- Prioritise and allocate financial resources well, ensuring efficiency, effectiveness and probity in the use of public funds
- Ensure staff are deployed and managed well with due attention to workload
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- Ensure rigorous systems to identify, manage and mitigate risk

## 8. Continuous school improvement

- Make good use of processes of evaluation to identify complex or persistent problems and barriers which limit school effectiveness, and implement solutions which bring improvement
- Develop appropriate evidence-based strategies which will feed the school improvement plan; and create well targeted plans which are realistic, timely and appropriately sequenced and suited to the school's context

- Ensure careful and effective implementation of improvement strategies which lead to sustained improvement over time

#### 9. Working in partnership

- Build constructive relationships beyond the school, working in partnership with parents and carers, so that the school is increasingly embedded in the local community. In the church school context, the relationship with the local church should be valued and nurtured
- Commit to working fully with the West Dorset Collaboration as well as other schools 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

#### 10. Governance and accountability

- Build a strong relationship with the governing body which upholds the obligation of governors to give account and accept responsibility
- Ensure the staff know and understand their professional responsibilities and are held to account (e.g. through regular performance management)
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets statutory duties

***This document will be reviewed regularly through annual performance management reviews.***