

Job title: Head of Primary

Employed by: NCBIS to support the mission, vision, positive ethos and policies of the school.

Responsible to: Principal

Qualifications: Bachelor's degree with PGCE, QTS or equivalent, ideally with the NPQH or Masters

Experience: Minimum of 7 years teaching experience with 2 years of experience working as a Deputy Head or Head of Primary.

Key duties and responsibilities:

The Head of Primary school should be able to demonstrate the ability to develop a shared vision, which inspires and motivates pupils, staff and all other members of the school's communities. This vision should include core educational values, moral purpose and be inclusive of all stakeholders' beliefs and values.

Safeguarding Duties
<ul style="list-style-type: none"> ● To be fully aware of, and understand, the duties and responsibilities arising from the Children's Act 2004 and the Working Together to Safeguard Children (statutory guidance updates) in relation to child protection and safeguarding children and young people as this applies to the teacher's role within the school. ● To ensure that the designated member of staff for child protection is made aware and kept fully informed of any concerns which the post holder may have in relation to safeguarding and/or child protection.
Strategic direction and development of the school
<p>To work with the Academic Leadership Team, Administration and the School Board of Directors, to develop a strategic view for the school and analyse and plan for the future needs and further development of the school within the local, national and international context:</p> <ul style="list-style-type: none"> ● To formulate aims and objectives for school development with particular reference to provision in Primary, and policies for their implementation. ● To ensure the school adheres to all relevant standards and practices, including that of the, Council of International School (CIS), Council of British International School (COBIS), High Performance Learning (HPL), the standards of the British Schools Overseas (BSO) and the Independent Schools Inspectorate Framework (ISI). ● To create an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of adult life. ● To develop with staff, pupils, parents and governors, policies relevant to the needs of NCBIS.

- To implement the school's policies on equal opportunities issues, promoting and providing for equal opportunities for all staff and pupils in relation to gender, race, disability and special educational needs.
- Secure the commitment of parents and the wider communities to the vision, purpose and direction of the school.
- To create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.
- To ensure that all those involved in the school are committed to the aims, motivated to achieve them and involved in meeting long, medium- and short-term objectives and targets which secure the educational success of the schools.
- To ensure that policies and practices take account of UK government legislation (where possible), national, local and school data as well as inspection research findings.
- To monitor, evaluate and review the effects of policies, priorities and targets of the school and take action if necessary.
- To arrange for a Primary Deputy Headteacher or other suitable person to assume responsibility for the discharge of the Head of Primary's functions at any time when absent from school.

Leading and teaching

To work with the Principal to secure and sustain effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement.

- To ensure that all pupils receive a good quality education through a programme designed to promote a stimulating style of learning in a safe & healthy school environment
- To ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- To ensure that learning is at the centre of strategic planning and resource management
- To establish creative, responsive and effective approaches to learning and teaching
- To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- To be able to demonstrate and articulate high expectations and set stretching targets for learning groups within the school community
- To be able to implement strategies which secure high standards of behaviour and attendance
- To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework
- To be able to take a strategic role in the development of the new and emerging technologies to enhance

and extend the learning experience of pupils

- To monitor evaluate and review classroom practice and promote improvement strategies to ensure that underperformance is challenged at all levels and ensure effective corrective action and follow up is undertaken in line with Every Child Matters.
- To fulfil the headteacher's duty under the 1988 Education Reform Act and its subsequent revisions in relation to the National Curriculum.
- To aim to ensure equal opportunities through curricular activities under the 2010 Equalities Act
- To oversee development and review of the school curriculum policy.

Leading and managing staff

To lead, motivate, support, challenge and develop staff to secure improvement:

- To participate in the selection and appointment of teaching and non- teaching staff in the schools
- To maximize the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils
- To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teacher and other members of staff, in work carried out in school and work carried out elsewhere and helping to maintain a reasonable work life balance
- To implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement
- To participate in Head of School appraisal
- To identify opportunities for teachers to take on responsibilities for pedagogical leadership
- To use monitoring feedback and available data to arrange training on the skills and knowledge necessary for effective curriculum delivery
- To demonstrate reflective leadership practice that values feedback
- To model and promote the HPL characteristics

Efficient and effective deployment of staff and resources

To deploy people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context:

- To allocate, control and account for those financial and material resources of the school which are delegated to the Head of Primary by effectively managing the school's budget and material resources
- To work with the Principal and senior colleagues to recruit staff of the highest quality available
- To work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided

- To advise the Principal and implement decisions in relation to staffing
- To advise the Principal on the adoption of effective procedures to deal with the competence and capacity of staff
- To advise the Principal on appropriate priorities for expenditure, allocate funds and to ensure effective administration and control
- To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations
- To make arrangements, if so required, for the security and effective supervision of the both school buildings, contents and grounds, ensuring that any lack of maintenance is reported to the Health and Safety Committee
- To undertake responsibilities and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty
- To ensure that appropriate risk assessments are undertaken before sanctioning and participation in any potentially hazardous activity
- To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money
- To ensure that staff attend INSET which increases their knowledge and understanding of their roles and responsibilities.

Accountability

To be accountable for the efficiency and effectiveness of the school to the Principal, directors, pupils, parents, staff, local employers and the community:

- To provide information, objective advice and support to the Principal to enable effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money
- To create and develop an organisation in which all staff recognise that they are accountable for the success of their school.
- To present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, Principal, governors and accreditation bodies.
- To ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the school's targets for improvement.
- To report to the Principal and Board of Governors annually on the management performance of teachers and support staff at the school.
- To provide information about the work and performance of staff where it is relevant to their future

employment.

Strengthening Community

- To be able to build a school culture and curriculum which takes account of the richness and diversity of the school's communities
- To create and promote positive strategies for challenging racial and other prejudice
- To ensure learning experiences for pupils are linked into and integrated with the wider community
- To ensure a range of community-based learning experiences
- To work in partnership with other agencies in providing for physical, academic, spiritual, moral, social, emotional and cultural well being of pupils and their families
- To seek opportunities to invite parents and carers, as well as community figures, business or other organisations into the school to enhance and enrich the school and its value to the wider community
- To be able to contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
- To ensure that the school promotes effective links with the local communities
- To ensure that all teachers, and senior leaders understand their roles and responsibilities within the curriculum
- To communicate the roles and the responsibilities of the pedagogical leadership team to the school community, as appropriate.

Pupil Care

- To ensure that provision in the school enables all pupils to receive their entitlement under Every Child Matters
- To arrange for effective induction of pupils entering the school and transferring to secondary school
- To determine, organise and implement, a policy for the personal, social development of pupils including pastoral care and guidance
- To determine and arrange means to promote among pupils self-discipline and a proper regard for authority; to encourage good behaviour and seek to secure acceptable standards of conduct at all times when pupils are on school premises or under school direction while out of school
- To handle individual disciplinary cases in a sensitive and caring manner

Personal Specification	Essential	Desirable	Demonstrated through
Qualifications and Knowledge			
Have an accredited DSL Level 3 qualification		✓	Application Letter + Interview
Have excellent knowledge and understanding of the English National Curriculum and of the Foundation Stage curriculum	✓		Application Letter + Interview
Have knowledge of the Primary Years Programme		✓	Application Letter + Interview
Thorough knowledge of current educational issues relating to wellbeing and pastoral care in schools	✓		Interview
Have a knowledge of different school initiatives that support pastoral welfare	✓		Application Letter + Interview
Be committed to and show evidence of promotion of equal opportunities and acceptance of responsibility for its practical applications	✓		Application Letter
Knowledge and understanding of SEN and inclusion policy and practice	✓		Application Letter
SKILLS			
Have excellent verbal and written communication skills	✓		Application Letter
Excellent ICT skills	✓		Interview
Excellent analytical and evaluative skills	✓		Application Letter

Excellent communication skills to summarise and articulate complicated information to a ^[L] _[SEP] wide audience including parents, governors, staff and children	✓		Application Letter
Ability to work on own initiative and to be proactive	✓		Interview
Ability to be a good team player with a good understanding of teamwork and how it contributes to school improvement	✓		Interview
Ability to work co-operatively and collaboratively with colleagues and to motivate a large team	✓		Interview
Personal Attributes			
To be committed to CPD to further enhance knowledge and understanding	✓		
Drive, energy, enthusiasm	✓		Interview
Engaging, approachable and a sense of humour ^[L] _[SEP]	✓		Interview
Ability to challenge and support colleagues ^[L] _[SEP]	✓		Interview
Willingness to take decisions within the ethos and structure of the school	✓		Interview
Willingness to be accountable for one's own and school decisions	✓		Interview
Commitment to excellence and of significantly raising the academic and personal achievement of all pupils	✓		Interview
Commitment to developing and maintaining positive relationships with the Board of Governors, parents and other schools	✓		Interview