CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL

JOB PROFILE

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| **DEPARTMENT: Children’s Services** | **SERVICE GROUP: EES** | |
| **POST TITLE: Primary Headteacher Associate**  **(School Improvement in LA maintained primary schools)** | **REPORTS TO:**  **Primary Strategy Manager** | |
| **GRADE: National Leader of Education rate of pay** | | **SAP POSITION NUMBER :** |

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis. For posts where employees speak directly to members of the Public the post holder is required to demonstrate their ability to speak fluently in English.

The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes. As a candidate/employee you will be expected to demonstrate your ability meet the special knowledge, experience and qualifications required for the role.

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| **Key Purpose of Post:** |
| Within Children’s Services the Primary School Improvement Service is committed to inspiring excellence in learning for all through open and effective partnership working and the embedment of sector led improvement systems. To achieve this we will work with LA maintained schools to promote self-improving school systems. The authority will continue to monitor, challenge and support schools.  To be responsible to the Primary Strategy Manager for the monitoring, challenge, brokerage of support and intervention to raise standards of achievement and improve the leadership capacity in identified schools across the district. |
| **Main Responsibilities of Post:** |
| To work as a Headteacher Associate and specifically support the development of the self-improving school system ensuring that intelligence is shared, professional challenge is issued and support is identified and offered by:   * Securing an up to date detailed knowledge of a group of identified schools and to formally report on this not less than three times a year * Using evidence based assessment of performance to identify strategies to improve leadership, provision, teaching, learning, pupil outcomes and behaviour * Monitoring an identified group of schools and reporting on leadership and management, achievement, teaching, behaviour and safety and the overall effectiveness of the schools concerned * Encouraging the group of schools to develop robust lines of accountability, rigorous school improvement planning and self evaluation systems * Leading and supporting on local authority school reviews identifying key issues and recommendations for action; * Promoting initiatives aimed at raising standards for all groups of learners. * Actively brokering school to school support or identifying support from external   providers as appropriate   * Intervening in ‘at risk’ schools * Supporting Good schools – challenging senior and middle leaders on their self-evaluation and analysis to identify priorities and help the school move towards outstanding * Supporting Outstanding schools – middle leader development, so that leadership is more effectively distributed throughout the schools and curriculum breadth and balance is robust * To be an active member of the Primary Achievement Team contributing to the planning, implementation and monitoring of the Directorate’s key strategic priorities and objectives. * To keep up-to-date with education policy both locally and nationally and advise the Primary Achievement Team on initiatives to raise standards of achievement and improve pupil progress and outcomes in schools. * To produce high quality evaluative reports for a variety of purposes to agreed deadlines and to present reports to a variety of audiences as required. * To undertake any development and training that may be required to deliver the needs of the service. * To treat all information gathered for the Council and Directorate, either electronically or manually, in a confidential manner. * To carry out such other duties as required by the Primary Improvement Service. * To work with clusters of schools regarding the implementation of the Ofsted framework including preparation for inspection. * To undertake any work which is not specified in the job description but which is commensurate with the level and nature of the seniority of the post. |

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| **Structure:**  Primary Strategy Manager  Primary AOs and **Headteacher Associates**  IMT  GovernorsService  Virtual School  Traded Service  Teacher Development Consultant - NQTs  Literacy  Hub  Admin | |
| **Special Knowledge Requirement:** Will be used in shortlisting. Max 10 | |
| **Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column**. | |
|  | **Essential** |
| Due to the Governments fluency in English Duty for posts where employees speak directly to members of the public the post holder is required to meet the Advanced Threshold level which will be implemented where the post requires a greater level of sensitive interaction with the public, (e.g. in children’s centres) – where the person is able to demonstrate that they can during the interviews  a) express themselves fluently and spontaneously , almost effortlessly  b) only the requirement to explain difficult concepts simply hinders a natural smooth flow of language  **If this applies to the post you are recruiting to do not remove it** . | X |
| Carries out the working practices, procedures and basic operations across a specialist area or number of specialist areas. | X |
| Uses specialist knowledge of health, safety and environmental policies , procedures and regulations, including risk in own area and/or across other areas of work. | X |
| Uses a range of specialist ICT systems across own work area and or across other areas of work. | X |
| Uses, interprets, analyses and communicates complex information from a variety of sources. | X |
| Has an up-to-date knowledge of the Ofsted inspection framework, educational research and current legislation | X |
| Uses evidence based assessment of performance to identify strategies to improve leadership, provision, teaching, learning, pupil outcomes and behaviour | X |
| Thorough and understanding of the new primary curriculum, assessment and pedagogical issues. | X |
| Knowledge of local safeguarding processes relating to children and young people. | X |

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| **Relevant experience requirement: Will be used in shortlisting** |
| The applicant is required to provide evidence of having previously spoken fluently to members of the public in order to meet the advanced threshold standard outlined under Special Knowledge above. |
| * Existing Headteacher within the Bradford District. |
| * Successful leadership and management in relation to school improvement, with evidence of improving outcomes for children and young people. |
| * Evidence of providing school to school support. |
| **Relevant professional qualifications requirement: Will be used in shortlisting** |
| Qualified Teacher Status or equivalent.  Evidence of recent and relevant leadership development eg NLE, Ofsted inspector. |
| **Core Employee competencies at manager level to be used at the interview stage.** |
| **Carries Out Performance Management** – covers the employees capacity to manage  their workload and carry out a number of specific tasks accurately and to a high standard. |
| **Communicates Effectively** - covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships, giving advice and guidance, counselling, negotiating and persuading and handling private, confidential and sensitive information. |
| **Carries Out Effective Decision Making** - covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self effectiveness and any requirements to quality check work. |
| **Undertakes Structured Problem Solving** **Activity** - covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking, developing practical solutions, applying problem solving strategies and managing interpersonal relationships. |
| **Operates with Dignity and Respect** - covers treating everyone with respect and dignity, maintains impartiality/fairness with all people, is aware of the barriers people face. |
| **Management Competencies: to be used at the interview stage.** |
| **Operates with Strategic Awareness** Our managerswork with corporate priorities and policies in a joined up way with others, internally and externally. Works democratically, transparently and accountably. |
| **Practices Appropriate Leadership** Our managers motivate their staff to exceed expectations through raising their awareness of goals and moving them beyond self interest for the sake of the team or service. They consider serving the District in all that they do. |
| **Delivering Successful Performance** Our managers monitor performance of services, teams and individuals against targets and celebrate great performance. They promote the District’s vision and work to achieve Council’s values & agreed outcomes. |
| **Applying Project and Programme Management** Our manager’s work to ensure that outcomes and objectives are achieved within desired timescales, make best use of resources and take a positive approach to contingency planning. |
| **Developing High Performing People and Teams** Our managers coach individuals and teams to achieve their potential and take responsibility for continuous improvement. They champion the Council’s values and goals. |

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| **Working Conditions:** | | |
| Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions. | | |
| **Special Conditions:** | | |
| You will be informed if there is a requirement for the post to have recruitment checks such as DBS, Warner Process.  DBS check to be undertaken. | | |
| **Compiled by:**  **Yasmin Umarji**  **Date: 20.10.17** | **Grade Assessment Date:** | **Post Grade:** |