JOB DESCRIPTION

Job Title: Headteacher		**Ref No:**	**JE Ref:**
Department: Education, Skills & Community Wellbeing	**Band: DHT/HT12 job sized**	**Location: Douglas Ewart High School**	
Responsible To:	Director of Skills, Education and Community Wellbeing		
Responsible For:	Whole school leadership and management		
Job Purpose:	The role of the Headteacher is to provide vision direction and high standards of education and care to enable all children and young people to become: • Successful learners • Confident individuals • Responsible citizens • Effective contributors The Headteacher will, within the resources available, conduct the affairs of the school to the benefit of the community it serves, through pursuing objectives and implementing policies set by the education authority under the overall direction of the Director of Skills, Education and Learning.		
	The Headteacher shall be accountable to the education authority for the duties outlined in A Teaching Agreement for the 21st Century, Annex B. and for other such duties as can reasonably be attached to the post. **In conducting the role of Headteacher, the professional actions defined in the Standard for Headship (August 2021) in Scotland must be fulfilled.**		
Main Responsibilities:	**Curriculum, Pedagogy, Leadership and Strategic Vision** • Work with the learning community to design and build a shared vision to provide a curriculum informed by theoretical principles of curriculum design and purposes of education • Work with the learning community to establish, enable and sustain a strategic approach to the development and improvement of curriculum practices (including pedagogy and assessment) across the learning community informed by knowledge and understanding of underpinning principles and purposes • Work with the learning community to establish, enable and sustain processes which actively promote professional dialogue, critical reflection and collegial practice as a way of evaluating and enhancing curriculum practices (including pedagogy and assessment practices).		

The Learning Context

- Agree, share and enact the vision, values, ethos and aims of the learning community with colleagues, learners, Parents/carers and families and wider community
- Agree a strategic approach to encourage and facilitate children and young people's participation in planning and deciding about their own learning and wider decision making within the learning community
- Actively establish, enable and sustain trusting relationships with parents/carers and families
- Establish and sustain a range of approaches which promote and support partnership working with colleagues, parents/carers and families, other professionals and agencies to support the health and wellbeing needs of every learner and the wider work and life of the school

Professional Learning

- Co-create a culture which promotes and sustains career long professional learning
- Ensure, enable and sustain approaches and processes which support engagement with critically reflective practice as an integral part of career-long professional learning and the professional learning culture of the school and learning community

Self-Evaluation

- Through individual and collegial activities, establish, enable and sustain a range of inclusive, resilient and adaptive relationships, processes and practices which engender an ethos and culture of self-evaluation at every level in the school and learning community
- Lead and collaborate with colleagues, learners, parents/carers and families and the wider learning community in identifying, agreeing and implementing improvement priorities
- With the school and learning community, develop systems for ongoing monitoring and review of the strategic improvement cycle.

Resources

- Ensure best strategic and operational use of available resources ensuring and maintaining a clear focus on the interests of children and young people
- Work within the structure of employment legislation, national and local agreements and policies governing employment

Performance Management	***The job activities listed are not exhaustive and may be added to or amended consistent with the job purpose.*** • To manage your own performance in accordance with the General Teaching Council for Scotland's (GTCS) Professional Standards. • To engage with the requirements of the Professional Review and Development (PRD) requirements for teachers. • To manage your own performance and staff (where appropriate) in compliance with all Codes, Regulations and procedures including the GTCS Code of Professionalism and Conduct and Health and Safety requirements. • To manage risk, promote risk awareness and prioritise work in light of the risk analysis. • To actively commit to the Council's equality and diversity vision statement and associated policies that promote fairness and equality and celebrate diversity, in dealing with colleagues, clients and service users. • To take all reasonable measures to limit carbon emissions and reduce energy/ resource consumption when undertaking work activities.	
Prepared by:	**Rodger Hill**	**Date August 2023**

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This post is subject to candidate vetting through the PVG Scheme.