



Khalsa Primary School

Job Description for the post of Headteacher including Designated Safeguarding Lead

The Headteacher is accountable to the Trustee Body of the School

The core purpose of the Headteacher is to provide professional leadership and management for Khalsa Primary School. The Headteacher is an employee of Sikh Academies Trust (SAT) and is required to carry out all duties professionally as detailed in the School Teachers' Pay and Conditions Document (2021) and for achieving the requirements set out in the DfE National Standards of Excellence for Headteachers (2015) at an appropriate level based on previous experience, induction, and ongoing professional development.

The Headteacher will work in partnership with the staff, Local Advisory Board (LAB), SAT Trustees and any other stakeholders invested in the school and its pupils. The headteacher will report to the Executive Principal

The school is designated by the Secretary of State as a school with a religious character. The School's Instrument of Governance states that Khalsa Primary School is a Sikh Faith School and is to be conducted as a Sikh school in accordance with Rayat Maryda

Main Purposes of the Job

- To ensure that authentic and true qualities of Sikh education are embraced and implemented in the school.
- To think strategically, build and communicate a coherent vision which exploits the school's capacity to be self-improving.
- To lead teaching and learning, ensuring that the quality of teaching and of learning, and curriculum, are in accordance with the requirements of the National Curriculum and elements specific to Khalsa Primary School.
- To ensure that staff are:
 - Recruited, deployed, and professionally developed in accordance with employment regulation of teachers, or regulations which apply to the various categories of non-teaching staff.
 - Deployed in a manner which enables them to contribute fully to the high standards of behaviour, teaching and learning to which the School's Governors are committed.
- To ensure that the school budget is managed effectively according to SAT / Department for Education and Governing Body's declared policies.
- To provide high quality professional advice to the Trustees/ LAB on all matters pertaining to:
 - A broad and balanced curriculum.
 - Teaching and learning.
 - Quality and Improvement in the School

- To develop and implement policy concerning all aspects of the school to achieve best use of all resources: financial, material, personnel, and estates such that the school provides high quality teaching and learning.

Scope of Impact

The Headteacher's management impacts on:

1. The quality of all personnel: teaching and non-teaching staff: their deployment, improvement, and performance.
2. The quality of advice and support provided to Trustees/LAB and to Parents.
3. The quality of curriculum, teaching and of learning throughout the school.
4. The quality of improvement as reflected in the School's Improvement Plan.
5. The management of the school's budget share.

PRINCIPAL ACCOUNTABILITIES

Curriculum

The construction, improvement, monitoring and review of all aspects of the curriculum: academic, pastoral and those practices which contribute to the ethos of the school in terms of:

- Content.
- Teaching and learning.
- The interpersonal relationships between all who work and learn in the school, and between school and home, to ensure that all pupils are afforded, and participate in, the full range of learning opportunities provided.

These will be within the framework of, and consistent with the National Curriculum, policies adopted by the SAT, and those specific to the special character of Khalsa Primary School.

The School Improvement Plan

The construction of an effective School Improvement Plan with its annual review in consultation with all staff, representative parents, and in accordance with targets agreed with the Trustees/LAB. The School Improvement Plan should ensure that the school is able to implement its Values Statement in a professional and realistic manner.

Special Educational Needs

- To ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- To establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- To ensure that 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.
- To ensure the school fulfils its statutory duties regarding the SEND code of practice.

Safeguarding Children

- To be fully aware of and to understand the duties and responsibilities arising from the Children's Act 2004 and "Working Together" in relation to child protection and safeguarding children and young people as this applies to the Headteacher's role within the organisation.

- To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the Headteacher's role.
- To act as Designated Officer and person with lead responsibility for safeguarding and child protection, keeping abreast of current legislation and good practice in schools.
- To provide advice and support to other staff on child welfare and child protection matters: to take part in strategy discussions and inter-agency meetings - and/or to support other staff to do so; and to contribute to the assessment of children.

Finance

- To plan and gain acceptance for estimates of the school's resource and improvement needs, which conform with given constraints, based upon forecast pupil numbers and the requirement of the agreed curriculum.
- To manage the Local Management Scheme in collaboration with the Trustee/LAB and with due regard for relevant consultation.
- To work with the School Business Manager and Finance Committee to set an annual budget.

School Policies

- To refer to the School's Values Statement to construct, maintain and review school policies. These will constitute the principles for the improvement of all guidelines and schemes of work to ensure that all practice in the school is consistent and that it is effective in implementing all legal requirements and the agreed aims of the school.
- To devise strategies with relevant personnel to translate policies into action.

Resources

- To direct, monitor and control the use of financial, personnel and other resources, to achieve the agreed aims of the school as set out in the School Improvement Plan.

Quality Assurance

- To set targets, evaluate performance, monitor, review all aspects of school activities to achieve a self-evaluative and self-improving school. Combine the outcomes of regular school self-review with external evaluation.

The Trustee/Governing Body

- To advise and assist the Trustee/LAB.
- To attend and contribute to its relevant meetings and develop and maintain relationships with that Body which are effective in helping it to discharge its duty.

Staff

- To appoint, lead, motivate, develop, deploy, counsel and line manage teaching and non-teaching staff in such a way to assure the levels of performance required to meet agreed aims and standards.
- To ensure proper arrangements are in place to conduct appraisal for all staff subject to it.
- Ensure that the required number of personnel is maintained.

Relationships and Communications

- To develop and maintain effective relationships with pupils, staff, parents, relevant educational establishments, employers, the community, and the media to promote mutual understanding, supporting the school's aims and to enhance pupil education.

Day-to-day Management

- To establish, maintain and review effective procedures, routines, and systems to ensure smooth running of the school in all aspect of its daily life with due regard for, and in consultation with, those who are involved or affected by them.

Buildings and Grounds

- To ensure the proper use and the conservation of the school's buildings, estates, and equipment.
- To encourage, where feasible, the utilisation of these by the community to further active links with the community.

Professional Improvement

- To develop, and actively update knowledge of the pedagogical practice of education personally and to ensure the same by staff and adopt best practice for professional improvement and training in the school.

The Headteacher will undertake any other duties which from time to time will be required and be relevant and commensurate with the post as deemed necessary by the Trustee body.

Designated Safeguarding Lead - Specific requirements

Reporting concerns/Managing referrals

As the Designated Safeguarding Lead the Headteacher is expected to:

- To recognise how to identify signs of abuse and when to make a referral.
- To respond appropriately to disclosure or concerns relating to the well-being of a child.
- To refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up-to-date information.
- To liaise with the governor with safeguarding responsibilities.
- To ensure that relevant, detailed, and accurate written records of referrals/concerns are kept and that these are stored securely.
- To support staff who make referrals to local authority children's social care.
- To refer cases to the Channel programme where there is a radicalisation concern as required.
- To support staff who make referrals to the Channel programme.
- To refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required.
- To refer cases where a crime may have been committed to the Police as required.

Multi-Agency working

- As required, to liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- To act as a source of support, advice, and expertise for staff.
- To ensure that pupils who are victims of abuse are supported appropriately and sensitively and that all actions from planning and intervention meetings are carried out and monitored.
- To attend and contributed effectively to Team Around the Child meetings, Child in Need meetings, Child Protection conferences, planning and review meetings.

- To liaise and coordinate with colleagues and outside organisations to provide Early Help as soon as a problem emerges, at any point in a child or young person's life working with the appropriate groups and services, acting as Lead Professional as appropriate.
- To ensure that actions resulting from meetings are SMART and that they are carried out in a co-ordinated way.
- To always act with integrity; always maintaining confidentiality.

Undertake training

- To undertake formal training to maintain the knowledge and skills required to carry out the role (updated annually and at least every two years) including Prevent awareness training.
- To understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- To have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- To ensure each member of staff has access to and understands the school's Safeguarding & Child Protection Policy and procedures, especially new and part time staff.
- To be alert to the specific needs of children in need, those with special educational needs and young carers.
- To be able to keep detailed, accurate, secure written records of concerns and referrals.
- To understand and support the school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.
- To obtain access to resources and attend any relevant or refresher training courses.
- To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The Designated Safeguarding Lead will act as a champion of the school's Safeguarding & Child protection policies by ensuring they are known, understood, and used appropriately by all staff and their duties will include:

- To Induct new members of staff regarding the school and the LA Safeguarding policies and procedures.
- To ensure the school's Safeguarding & Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Board regarding this.
- To ensure the Safeguarding & Child Protection Policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this.
- To link with the local LA/LSCB services to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- To ensure that all staff are aware of their responsibility to challenge behaviour that breaches the Guidance for Safer Working Practice (Code of Conduct).

Child Protection File

- To ensure appropriate transfer of information via the child protection file if a pupil transfers to a new educational provider and to ensuring secure transit and confirmation of receipt of information.

Availability

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst the Designated Safeguarding Lead (or deputy) would be expected to be available in person. In exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.

The Application of this Job Description

The Headteacher will update this Job Description annually by identifying priorities for management activities for the year arising from the relevant accountabilities in the Section titled Principal Accountabilities of this Job Description, and the School's Improvement Plan.

The Chair of Trustees will support the Headteacher in this process, by providing an opportunity to share these priorities at the commencement of the school year, and by sharing issues relating to them in the meetings between the Chair of Trustees and the Headteacher throughout the year, and by ensuring that the Trust and LAB generally support the Headteacher's management of the school.

Performance Management

To set objectives in line with the school Performance Management Policy.

- To agree objectives with the Executive Principal.
- To contribute to review of performance against objectives set.
- To discuss & identify professional Improvement needs.