Headteacher Job Description

Noor Ul Islam Primary School

Post: Headteacher | Part time
Location: 135 Dawlish Road, Leyton, London E10 6QW
Reports to: Chair of Governors
Accountable to: Governing Board within Noor Ul Islam Trust governance arrangements
Working pattern: As agreed in the contract of employment

Purpose of the role

Provide educational leadership that enables every child to flourish academically, spiritually, morally and socially within a caring Islamic environment. Uphold the Qur'an and Sunnah in the school's ethos, strengthen teaching and learning, and ensure pupils are safe, included and prepared for their next stage of education and life in modern Britain.

Work in partnership with governors and the Trust to develop, implement and achieve the school's agreed strategies, translating its vision into measurable improvements. Build positive relationships with school leaders, families, pupils and the PTFA. Model leadership grounded in amanah, compassion, fairness, consultation and service.

1 Islamic ethos and school culture

DfE Headteachers' Standards

- Sustain an ambitious educational vision with governors and the Trust, drawing on the views of pupils, families and colleagues and maintaining a welcoming, respectful school community.
- Make Islamic values visible in daily relationships and decisions, including adab and akhlaq, honesty, kindness, responsibility and care for others and the environment.
- Work with Islamic education colleagues and appropriate Trust advisers to strengthen pupils' understanding of Islam, confidence in their Muslim identity and ability to contribute positively to wider society.
- Oversee the educational quality of Islamic studies and the school's Qur'an and Arabic provision where offered. Ensure assemblies, prayer and opportunities for reflection support understanding, character and wellbeing.
- Promote mutual respect for people of all faiths and beliefs, challenge prejudice and uphold fundamental British values alongside the school's Islamic ethos.

2 Staff leadership and professional learning

- Be accountable for leading and managing all staff within the school, including teaching, support, administrative and auxiliary staff, in accordance with the approved organisation chart and reporting lines. Set clear expectations, allocate responsibilities through designated line managers, support effective performance and professional conduct, and ensure staff understand how their work contributes to school priorities.
- Lead coaching, mentoring and collaborative learning that strengthen teaching and curriculum knowledge. Evaluate professional learning through changes in practice and pupils' experience.
- Build positive, empowering relationships throughout the school, grounded in Islamic values, mutual trust and respect. Encourage open communication, professional collaboration and constructive challenge; recognise contributions and enable colleagues to put forward ideas and lead improvements.
- Continue to empower the senior leadership team and subject leaders through meaningful delegation, clear responsibilities, coaching and supported decision making. Build their confidence and capacity to lead improvement, share effective practice and take ownership of agreed priorities, with proportionate accountability and attention to workload.

3 Ethical and professional leadership

DfE Teachers' Standards

- Model the Teachers' Standards and the Seven Principles of Public Life. Maintain professional boundaries, confidentiality and honest communication, placing pupils' interests at the centre of decisions.
- Welcome constructive challenge, explain educational decisions clearly and keep professional knowledge current through learning, research and engagement with other schools.

4 Teaching and pupil achievement

- Secure effective teaching across subjects and year groups, supported by sound subject knowledge and evidence about how children learn.
- Evaluate classroom practice through proportionate lesson visits, work review, pupil discussion and assessment evidence; agree educational improvements and check their impact.
- Prioritise strong foundations in communication, language, early reading, writing and mathematics, including systematic synthetic phonics and prompt support for pupils who need it.
- Ensure teaching builds on pupils' starting points, addresses misconceptions and provides appropriate support and challenge. Review progress for different pupil groups and act on emerging gaps.

5 Curriculum and assessment

DfE EYFS framework | National Curriculum reference

- Lead a broad and coherently sequenced curriculum from the Early Years Foundation Stage through Key Stages 1 and 2, meeting requirements applicable to the school and preparing pupils for subsequent learning.
- Ensure Islamic learning complements a rich academic education. Maintain clear progression in each subject and access to creativity, physical activity, enrichment and experiences beyond the classroom.
- Develop subject leadership and coordinate curriculum review, including the educational relationship between Islamic studies and the wider curriculum.
- Use reliable, proportionate assessment to inform teaching and communicate progress to families, avoiding unnecessary testing or data collection.
- Oversee age appropriate relationships education and personal, social and health education, consistent with applicable requirements, safeguarding and the school's ethos.

6 SEND inclusion and equality

DfE SEND Code of Practice — apply according to school status

- Maintain ambitious expectations for pupils with special educational needs and disabilities, disadvantaged pupils and those learning English as an additional language.
- Work with the SENCO, teachers, families and external professionals to identify needs early, coordinate support and evaluate whether interventions improve participation and learning.
- Secure adaptive teaching, reasonable adjustments and accessible learning opportunities; contribute to education, health and care planning and reviews where applicable.
- Challenge discrimination and remove barriers to belonging and achievement, applying relevant equality duties and SEND guidance in the school's legal context.

7 Safeguarding and pupil welfare

DfE Keeping Children Safe in Education

- Lead a culture in which children are listened to, concerns are acted on and safeguarding informs everyday decisions. Implement current Keeping Children Safe in Education guidance and local safeguarding procedures.
- Work with the designated safeguarding lead and deputies to maintain effective reporting, referral, secure recording and information sharing. Ensure concerns receive prompt action and follow up.
- Ensure colleagues understand their safeguarding responsibilities and receive appropriate learning and updates. Reinforce professional conduct and safe boundaries throughout school activities.
- Follow procedures for allegations and low level concerns about adults, including referral or escalation to the appropriate designated officer or authority. Concerns about the Headteacher must follow the route to the Chair or proprietor specified in school policy.
- Address risks associated with child on child abuse, bullying, exploitation, domestic abuse, radicalisation, online harm and absence. Apply the Prevent duty proportionately, with attention to pupils' individual needs.
- Oversee the educational and safeguarding aspects of online safety, including effective filtering and monitoring arrangements, in partnership with the DSL and technical specialists.
- Ensure safeguarding decisions and urgent concerns are handed over effectively during the Headteacher's non working days. DSL responsibilities require a separate, explicit designation and appropriate training.

8 Behaviour attendance and personal development

DfE behaviour guidance | DfE attendance guidance

- Establish fair, consistent behaviour expectations and routines, with adults modelling respectful conduct and using Islamic values to nurture self discipline and responsibility.
- Respond promptly to bullying, harassment and discriminatory behaviour. Take account of SEND, safeguarding and individual circumstances when deciding appropriate support and responses.
- Lead educational approaches to attendance and punctuality, reviewing patterns and working with families and relevant services to address persistent or unexplained absence.
- Support pupils' wellbeing, resilience and confidence, provide opportunities for pupil voice and ensure children know how to seek help.
- Develop opportunities for service, charitable action, leadership and engagement with the wider community, strengthening pupils' sense of contribution and belonging.
- Support transitions into the school, between year groups and into secondary education through timely educational and pastoral liaison.

9 Partnerships and community

- Foster positive, constructive relationships with the Parent, Teacher and Friends Association (PTFA), maintaining regular dialogue and supporting agreed activities that enrich pupils' experiences, strengthen family engagement and advance the school's priorities.
- Build trusting relationships with parents and carers, communicate accessibly about learning and wellbeing, and respond constructively to educational concerns through agreed procedures.
- Develop links with faith and non faith schools, early years providers, secondary schools and professional networks to strengthen teaching, transitions and community understanding.
- Work with Trust colleagues, local community organisations and external professionals to widen pupils' educational opportunities, maintaining safeguarding expectations for visitors and activities.

10 Governance improvement and daily operations

DfE Independent School Standards guidance

- Work with governors to develop and achieve the school's strategic priorities. Translate agreed strategies into a focused school improvement plan with clear responsibilities, milestones and measures of success; evaluate progress together and agree adjustments where needed.
- Continue to advance the school's capabilities and quality of provision in line with Governing Board strategies and developments in modern primary education. Evaluate relevant research, curriculum practice, inclusive approaches and appropriate technology; introduce improvements purposefully and review their impact on teaching, pupil outcomes and wellbeing.
- Report accurately on teaching, achievement, Islamic ethos, safeguarding, inclusion, behaviour and attendance. Identify educational risks, support governors' scrutiny and implement agreed actions.
- Ensure policies, processes and procedures within the agreed remit are understood and effectively implemented. Establish clear ownership, communicate expectations, provide appropriate guidance, monitor consistent application and review effectiveness on an agreed schedule and when requirements or school needs change. Submit revisions for approval through the appropriate governance arrangements.
- Lead the educational contribution to inspection and external review, follow through on agreed improvement actions and support the proprietor in meeting applicable Independent School Standards within the agreed remit.
- Take accountability for the day to day operational running of the school, including opening and closing arrangements, authorised keyholding and access, staff deployment and cover, and coordination of external bookings and use of school facilities. Ensure agreed safeguarding, security, supervision and handover procedures are followed, responsibilities are clearly assigned and operational concerns are addressed or escalated promptly.
- Coordinate educational and operational planning with other leaders. Agree delegated authority, named cover, clear handovers and escalation arrangements for non working days and out of hours activities, including external bookings, so that safe and effective daily operations do not depend on the Headteacher's continuous availability.
- Ensure secure, proportionate use of pupil information and responsible educational use of digital tools, including AI. Escalate concerns requiring action by the appropriate Trust or school function.

11 Optional finance HR and building management

These responsibilities are not essential requirements for appointment. Any inclusion will depend on the postholder's relevant experience and an explicit agreement with governors and the Trust. The school may retain, reduce or remove this section from the role. Only duties confirmed in writing will apply.

- Finance and budgets: Where agreed, contribute to budget preparation and monitoring, align proposed expenditure with school priorities, review financial reports with governors and the Trust, and operate within approved financial controls and delegated limits.
- Human resources: Where agreed, undertake specified formal responsibilities for recruitment, appraisal and employment matters using the Trust's policies and appropriate HR advice. The extent of decision making authority must be agreed in advance. This optional remit is separate from the core accountability for leading, managing and developing all school staff through the approved organisation chart.
- Building management: Where agreed, coordinate specified premises maintenance, repairs and longer term building management with the Trust and relevant specialists, reporting risks and improvement needs. Core accountability for daily school operations, opening, closing and external bookings remains within section 10.
- Agree the scope, support, delegated authority and time allocation for any optional duties before they begin. Review their suitability against experience, school needs and the part time working pattern; responsibilities not assigned to the Headteacher remain with the designated Trust or school function.

Role framework and review

The DfE Headteachers' Standards 2020 inform this role and are adapted to its agreed responsibilities. Finance, budgets, HR and building management are subject to inclusion dependent on experience. They are not essential requirements for appointment and may be excluded from the job. Any inclusion must be expressly agreed and recorded in writing with governors and the Trust, with clear scope, authority, support and time allocation. Educational leadership, leadership and management of all school staff through the approved organisation chart, professional learning, day to day school operations, and safeguarding reporting and escalation remain core responsibilities. These arrangements do not remove applicable safeguarding duties.

The postholder works within the contract and agreed governance arrangements. Review this description annually with the postholder. Additional duties must be reasonable, consistent with the agreed remit and achievable within the part time working pattern. Optional operational responsibilities must not be assumed through a general additional duties clause. Recruitment criteria must reflect the agreed scope; experience in section 11 is desirable only where relevant and is not essential.