

JOB DESCRIPTION

Job Title:	Head of School
Grade:	Leadership
Salary:	Leadership Payscale
Conditions of Service:	STPCD
Responsible to:	Executive Principal / CEO

Statement of Purpose

This job description reflects the **National Standards of Excellence for Headteachers** (2015). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including Headteachers.

The appointment is subject to the current conditions of employment of Headteachers, contained in the **SET School Teachers' Pay and Conditions** document and other current educational and employment legislation, including that of the Department for Education. In carrying out his/her duties, the Headteacher shall consult, where appropriate, with the Executive Headteacher, CEO, Academy Council and the staff of the school, its pupils and the parents of its pupils.

Statement of Purpose

The core purpose of the Head of School is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher should establish a culture that reflects the Trust and school vision and values, promotes excellence, equality and high expectations of all pupils.

Qualities and Knowledge

- Hold and articulate clear values and moral purpose focused on providing a world-class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, Academy Council and members of the local community.

- Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and Staff

- Demand ambitious standards of achievement and attendance for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Establish an educational culture of "open classrooms" as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

Systems and Process

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency and integrity with a strong moral compass.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the Academy Council to understand its role and deliver its functions effectively – in particular its functions to assist in supporting and challenging school strategy and hold the Headteacher to account for pupil, staff and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The Self-improving School System

- Create an outward-facing school which works with other schools, organisations and the local community– in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.

- Develop effective relationships with fellow professionals, colleagues in other public services, parents/carers to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff.

- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others- within and beyond schools- to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Safeguarding

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

People Management

- To comply and engage with SET people management policies and processes
- Contribute to the overall ethos/work/aims of the Trust.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Climate Change

- Delivering energy conservation practices in line with the trust's corporate climate change strategy.

Health and Safety

Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the Trust's Health and Safety policy

Note

The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.

Person Specification

Minimum Criteria for Two Ticks *	Criteria	Measured by APP//ASS
	Qualifications <ul style="list-style-type: none"> • Qualified teacher status (as recognised by the DfE) • Degree • Any additional study relating to the management and organisation of a school or relating to the secondary phase of education, including any National Professional Qualifications. 	APP/I
	Professional Development <ul style="list-style-type: none"> • Evidence of appropriate professional development for the role of Head of School • Evidence of recent leadership and management professional development • Has successfully undertaken appropriate Safeguarding training • Has successfully undertaken approved “safer recruitment” training or has a commitment to do so. • Experience of delivering training 	APP/I
	School Leadership & Management Experience <ul style="list-style-type: none"> • Recent successful leadership as a Head of School, Deputy Headteacher, Assistant Headteacher or Senior Leader • To have taken an active involvement in school self-evaluation and development planning • Experience of working with students with learning, challenging, emotional or behavioural difficulties • Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and pupil achievement • To have had responsibility for policy development and implementation • To have had experience of and ability to contribute to staff development across the secondary range (e.g. coaching, mentoring, INSET for staff) • Good organisational and prioritisation skills • Knowledge and understanding of the role and responsibilities of senior leaders and effective leadership skills • Evidence of developing and leading school improvements • Ability to embrace, lead and manage change effectively • Understanding of school finance and effective budget management • Inspire, motivate and support all stakeholders and the local community about the work of the school 	APP/I

	<ul style="list-style-type: none"> • Maintains a current awareness and robust knowledge of national education policy and strategy • Experience of analysing school data and identifying appropriate actions 	
	<p>Experience and Knowledge of Teaching</p> <ul style="list-style-type: none"> • Excellent teaching evidenced by strong outcomes within the secondary phase • Experience of providing professional challenge and support to others through the performance management/appraisal process • To have a current knowledge and understanding of all Key Stages in the secondary phase • To be able to effectively use data, assessment and target setting to raise standards/address weaknesses • To be able to exemplify how the needs of all pupils have been met through high quality teaching • To be able to work effectively with the Academy Council and Executive Headteacher • Evidence of meeting the needs of all pupils, including those with SEND • Demonstrate a commitment to inclusion, ensuring all children have the opportunity to participate in a full range of curricular and extra-curricular activities. • Sound understanding of how to raise personal and academic achievement for all pupils across a broad curriculum • Understanding of effective school self-evaluation and the processes involved in becoming a reflective and effective self evaluating school • Experience of developing and maintaining high standards of behaviour and attitudes to learning. • Experience of working collaboratively as a team to ensure a positive culture and shared ethos and vision. 	
	<p>Professional Attributes</p> <ul style="list-style-type: none"> • To be able to demonstrate an understanding of the needs of pupils at this school and how these could be met • To be able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies • Excellent written and verbal communication skills (which will be assessed at all stages of the process) • To be a leader of learning, demonstrating, promoting and encouraging outstanding classroom practice • To have an entrepreneurial spirit and the skills to grow an organisation • To be internal and external facing in their approach 	

	<ul style="list-style-type: none"> • Have the ability to relate well to children and adults and build strong relationships • Evidence of monitoring and supporting staff performance through performance management processes • Experience of building, guiding and supporting individuals and teams • Can consult, seek advice and be pragmatic when making decisions • Is child focused and has a friendly, professional and respectful approach which demonstrates support and shows mutual respect • Is open and honest • Is an active listener • Committed to the need of the pupils, parents and other stakeholders and challenge barriers to providing a good service • Demonstrates a positive and responsive attitude • Acts with pace and urgency and is enthusiastic and decisive • Has emotional resilience in working with challenging behaviours • Is committed to quality of service provision • Has the ability to multi task and plan and prioritise own work and other school work as necessary 	
	<p>Safeguarding</p> <ul style="list-style-type: none"> • Enhanced DBS and Children’s Barred List clearance and Level 2 Safeguarding • Motivation to work in an environment with children and young people & vulnerable adults. • Ability to form personal boundaries in an environment with young people and vulnerable adults. • Has current knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people. 	
	<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused. • Has a professional and respectful approach, which demonstrates support and shows mutual respect. • Can demonstrate active listening skills. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders. • Demonstrates a positive attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Is enthusiastic and decisive. 	APP / I

	<ul style="list-style-type: none"> • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	
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MEASURED BY KEY:

APP = Application form ASS = Assessment activities I = Formal interview

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

18/11/2021

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.