



Job Description

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| Post Title: | Head of School |
| Location: | Bridgeview and Whitehouse |
| Reporting to: | The Executive Headteacher |
| Grade: | L13 – L19 |

Principle Responsibility

The Head of School will promote and support the vision and direction of the academies by providing the day-to-day leadership and management that will enable it to build success and provide high quality education for its pupils. The Head of School will be the first point of contact for all stakeholders and external agencies in matters relating to the school. The Head of School will be an outward-facing ambassador for the academies and will promote and raise its profile in the local and wider community.

The Executive Headteacher has overall and strategic responsibility for the settings. The Executive Headteacher will support and advise the Head of School as their line manager.

The appointment is subject to the current conditions of service for Headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation.

In carrying out their duties, the Head of School shall consult, when appropriate: the Executive Headteacher, the Governing Body, the staff of the academies, the parents of its pupils and its pupils.

Specific Responsibilities

Shaping the future

To work with the Executive Headteacher and the Governing Body, to develop a strategic vision for the academies within their community; and work with the partners to analyse and plan for the future needs and further development of the academies within the local, national and international context, by:-

1. Contributing to the educational vision, direction and ethos that secures effective teaching and successful learning and achievement by pupils, preparing them for the opportunities, responsibilities and experiences of adult life;
2. Ensuring through day-to-day management that the vision for the academies is clearly articulated, shared, understood and acted upon effectively by all;
3. Working with the Executive Headteacher, Governing Body and partners and the community to translate the vision into agreed objectives and operational plans which promote and sustain school improvement;

4. Demonstrate the vision and values in everyday work and practice;
5. Ensuring through day-to-day operational management that all those involved in the academies are committed to its aims, motivated to achieve them and involved in meeting long, medium and short term objectives and targets that secure the success of the academies;
6. Work with the Executive Headteacher to ensure that the strategic plan for the academies is underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, and increases teachers' effectiveness and secures school improvement;
7. Lead curriculum development and innovation, ensuring creativity and the use of appropriate technologies to achieve excellence;
8. Assist the Executive Headteacher to ensure that policies and practices take account of national, local and academies' data and inspection research findings; and
9. Consistently through day-to-day management monitor, evaluate and review the effects of policies, priorities and targets of the academies in practice and taking any necessary action.

Securing Accountability

To be accountable for the efficiency and effectiveness of the academies to the Executive Headteacher and Governors; and to engage in the systematic and rigorous self-evaluation of the work of the academies, collecting and using a rich set of data to understand the strengths and weaknesses of the academies, and combining the outcomes of regular academy self-review with external evaluations in order to develop the academies by:-

1. Working closely with the Executive Headteacher and Governing Body by providing information, objective advice and support that enables the academies to meet their responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money;
2. Contributing to the ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility and accountability for outcomes;
3. Reporting to the Executive Headteacher and Governing Body on the discharge of the functions and the affairs of the academies;
4. Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation in keeping with performance management review timelines;
5. Using a range of evidence, including national data and the academies' own performance data, to support, monitor, evaluate and improve aspects of academy life, including challenging any poor performance;
6. Maintain quality assurance systems, including academy review, self-evaluation and performance management and presenting a coherent and accurate account of the performance to a range of audiences to enable them to play their part effectively;
7. Ensuring that parents and pupils are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the targets for improvement;

Strengthening Community

To recognise and take account of the richness and diversity of the academies' communities; to contribute to a dialogue that builds partnerships and community consensus on values, beliefs and shared responsibilities; and to listen to, reflect and act on community feedback and build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils by:-

1. Ensuring the provision of a range of community-based learning experiences;
2. Working in partnership to provide academic, spiritual, moral, social, emotional and cultural wellbeing of pupils and their families;
3. Contributing to the communication flow with the wider community to build upon all stakeholders' confidence and understanding of the academies;
4. Ensuring that the academies promotes effective links with the local community and continues the development of close liaison with other local primary and secondary schools;
5. Contributing to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives;
6. Co-operating and working with relevant agencies to protect and safeguard pupils;
7. Maintaining a wholly inclusive environment whereby all pupils, including those with physical or learning difficulties, can be welcomed and supported appropriately; and
8. Maintaining an effective partnership with parents and carers to support and improve pupils' achievement and personal development.

Managing the Organisation

To manage the day-to-day operation of the academies to meet specific objectives. To work with the Executive Headteacher and contribute to the strategic plan and financial context, making professional, managerial and organisational decisions based on informed judgments; to sustain appropriate structures and systems, delegating management tasks and monitoring their implementation, and prioritising, planning and organising self and others; and to think creatively to anticipate and solve problems, by:-

1. Managing and organising the academies' environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
2. Producing and implementing clear, evidence-based improvement plans and policies for the development of the academies and their facilities;
3. Managing the academies' financial and human resources in keeping with financial regulations and Best Practice in order to ensure effectiveness and efficiency in achieving the educational goals and priorities;
4. Ensuring that policies and practices take account of national and local circumstances, policies and initiatives;
5. Work with Governors and Executive Headteacher to recruit, retain and deploy staff to achieve the vision and goals of the academy;
6. Work with the Executive Headteacher on appropriate priorities for expenditure, allocating funds and ensuring effective administration and control;
7. Undertaking responsibilities as defined in Health and Safety Policies and ensure that appropriate risk assessments are undertaken;
8. Undertaking responsibility for promoting and safeguarding the welfare of children and young persons;

Developing Self and Working with Others

To work alongside the Executive Headteacher to lead, motivate, support, challenge and develop individuals and teams; and to foster an open, fair, equitable culture, treating people with dignity and respect to create and maintain a positive culture, by:-

1. Maximising the contribution of staff to improve the quality of education provided and standards achieved and ensuring that constructive working relationships are formed between staff and pupils;
2. Work with the Executive Headteacher on planning, allocating, supporting and evaluating work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service;
3. Sustaining effective systems for staff induction, professional developments and the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement;

4. Ensuring that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified teacher Status and standards for induction;
5. Challenging, influencing and motivating others to attain high goals, maintaining a culture of high expectations for self and for others, acknowledging and celebrating the achievements of individuals and teams and taking appropriate action when performance is unsatisfactory; and
6. Collaborating and networking with others beyond the academies;

Leading Learning and Teaching

To work with the Executive Headteacher, Governing Body, Trust partners and the community to secure and sustain effective teaching and learning throughout the academies and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement, by:-

1. Ensuring that all pupils receive a high quality education in a happy, stimulating, safe and healthy environment;
2. Ensuring a consistent and continuous academy-wide focus on pupils' achievement, using data and benchmarks to drive progress in every child's learning;
3. Establishing creative, responsive and effective approaches to learning and teaching;
4. Ensuring a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning;
5. Implementing strategies that secure high standards of behaviour and attendance;
6. Determining, organising and implementing a diverse, flexible and purposeful curriculum that is relevant to pupils' needs and is supported by an effective assessment framework;
7. Implementing approaches that develop pupils' understanding of themselves as learners and motivate and support them to improve their learning;
8. Leading the implementation of new and emerging technologies to enhance and extend the learning experience of pupils;
9. Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies to ensure that the highest standards of teaching and learning are maintained and that underperformance is challenged at all levels; and
10. Giving and receiving effective feedback and acting to improve personal performance.

National Standards for Head Teachers

The Head of School will carry out his/her professional duties in accordance with, and subject to, the National Conditions of Employment for Head Teachers, and Education and Employment legislation. The Head of School is accountable to the Executive Headteacher for the standards achieved and the conduct, management and administration of the academies, subject to any policies that the DfE and the Governing Body shall make. This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post-holder's professional responsibilities and duties.



BRIDGEVIEW AND WHITEHOUSE

PERSON SPECIFICATION

HEAD OF SCHOOL

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| <p>Education, Qualifications & Experience</p> | <p>Essential</p> <ol style="list-style-type: none"> 1. Graduate with qualified teacher status. 2. Minimum of five years' teaching experience in a primary school with at least two years at senior leadership level (Deputy Head, Assistant Headteacher or equivalent) 3. Recent appropriate Continuous Professional Development. 4. Experience of successfully leading an aspect of significant school improvement. 5. Experience of leading a team. <p>Desirable</p> <ol style="list-style-type: none"> 6. Experience of working in a large school 7. Specialist Leader of Education |
| <p>Knowledge, Skills & Understanding</p> | <p>Essential</p> <ol style="list-style-type: none"> 1. Has the knowledge and understanding of current and national issues in relation to pupil development, pupil progress and raising attainment. 2. Knowledge of tracking and target setting to raise attainment at individual pupil cohort and whole-school level. 3. Ability to analyse data, present findings and implement improvements. 4. Ability to communicate effectively, both orally and in writing to a range of audiences. 5. Proven record of improving standards of teaching and learning in current role. 6. Proven administrative and organisational skills and financial understanding. 7. Proven ability to motivate and inspire pupils and colleagues <p>Desirable</p> <ol style="list-style-type: none"> 8. Excellent IT skills |
| <p>Professional Expertise</p> | <p>Essential</p> <ol style="list-style-type: none"> 1. Outstanding classroom practitioner with experience of encouraging and developing excellent classroom practice in others. 2. Ability to manage and address whole school issues. 3. Has high disciplinary standards and can manage difficult behaviour and a proven ability in creating a positive learning environment. |

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| | <p>Desirable</p> <ol style="list-style-type: none"> 4. Proven coaching and mentoring skills 5. Ability to cater for pupils with a range of Special Educational Needs |
| <p>Monitoring, Evaluation & Review and Accountability</p> | <p>Essential</p> <ol style="list-style-type: none"> 1. Is able to evaluate and review progress and evaluate and implement change as necessary. 2. Ability to monitor performance (pupil, curricular, phase, pastoral) and deal effectively with underperformance. 3. Experience of school self-evaluation and developmental planning procedures. <p>Desirable</p> <ol style="list-style-type: none"> 4. Proven ability to lead staff appraisal process and hold staff to account effectively. |
| <p>Other Professional Requirements</p> | <p>Essential</p> <ol style="list-style-type: none"> 1. A willingness to initiate and participate in both cross curricular and extra-curricular activities, as well as demonstrating successful involvement in all aspects of school life. 2. Has the ability to work with parents, external agencies and the wider community. 3. Determination to promote a culture that celebrates success. 4. Leads by example, setting high standards of punctuality, dress and conduct. 5. Clarity of thought and vision with proven ability to finish a task. 6. Sense of humour (particularly under pressure!). 7. Desire to develop professionally beyond this post. 8. Demonstrable commitment to safeguarding the welfare of pupils and young people. <p>Desirable</p> <ol style="list-style-type: none"> 9. Commitment to school to school support and system leadership 10. Track record of successful partnership working |
| | <p>This post is subject to an enhanced DBS Disclosure and the successful applicant will be subject to relevant vetting checks before an offer of appointment is confirmed, and will be subject to rechecking as appropriate.</p> |