

### Changes to Leadership at CCHS & the Colne

The current senior leadership structures at Clacton County High School (CCHS) and the Colne Community School & College (Colne) are as follows:

CCHS (1680 students)	Colne (1335 students)
<ul style="list-style-type: none"> <li>Principal</li> <li>Senior Vice Principal</li> <li>2 Vice Principals</li> <li>6 Assistant Principals</li> </ul>	<ul style="list-style-type: none"> <li>Executive Headteacher</li> <li>2 Vice Principals (1 seconded from CCHS)</li> <li>3 Assistant Principals</li> <li>3 Assistant Principals (internal secondment)</li> </ul>

It is proposed to introduce the following structure:

CCHS	Executive Headteacher	Colne
<ul style="list-style-type: none"> <li>Head of School</li> <li>2 Deputy Headteachers</li> <li>6 Assistant Headteacher</li> </ul>		<ul style="list-style-type: none"> <li>Head of School</li> <li>1 Deputy Headteacher (TBC)</li> <li>6 Assistant Headteacher (TBC)</li> </ul>

These Senior Leadership Team (SLT) structures will be reviewed with the newly appointed Heads of School to ensure they work for each of the schools.

The reason for the change is to increase the leadership capacity within the individual schools in recognition of the significant involvement in wider partnership work undertaken by the current Executive Headteacher, along with proposed school expansion plans for both CCHS and the Colne.

CCHS is the lead school for North Essex Teacher Training (NETT) scheme, and is intending to submit a bid to become a Teaching School in partnership with a local primary school when the next round of applications opens.

CCHS is in advanced planning to deliver a 2 form entry (fe) expansion with the school growing to 360 in each year group (12fe). When this is completed there will be 1800 11-16 students at the current CCHS site on Walton Road, Clacton and a large sixth form in addition.

The Colne is in early talks about an expansion to 10fe with 300 students in each year group whilst maintaining a sixth form of approximately 200. The Colne is planning to grow to 1700 students when at full capacity (including sixth form).

A key benefit of broadening the leadership capacity is effective succession planning, without which, an institution can suffer. Extending the leadership capacity within both schools and passing the day-to-day running to Heads of School also allows for the Executive Headteacher to spend time on the strategic and development plans for the individual schools.

### **Defining the roles of the Executive Headteacher and the Head of School**

The overall accountability for each school will remain with the Executive Headteacher: in terms of accountability for the performance of both schools by Ofsted, the DfE and the Sigma Trust.

Broadly, the Executive Headteacher will create and shape school policy and the Head of School will have responsibility for implementing and delivering school policy. It is clear that defining and delivering policy are connected activities, and as such, the Executive Headteacher and Heads of School will work closely together to ensure that both the Colne and CCHS continue their journey of improvement.

As Head of School, you will support the Executive Headteacher in building a vision and ethos that is mirrored in both schools to improve student outcomes and raise aspirations, whilst ensuring that each school retains its individual identity.

### **Executive Headteacher**

Key responsibilities:

- Remain overall accountable for the schools.
- Set strategic direction of the schools, working with CEO and Chairs of LGBs.
- Oversee and supported by the Trust, ensure the financial stability of the schools setting agreed budgets to operate within.
- In relation to CCHS, oversee the school's PFI contract and associated building work.
- Oversee and drive forward proposed expansion plans for both schools.
- Retain oversight of key HR issues and determine the arrangements made in accordance with the regulations for performance management and pay.
- Manage and organise the accommodation efficiently and effectively to ensure it meets the needs of the curriculum, community use and health and safety regulations.
- Ensure effective succession planning is in place.
- Senior staff appointments and changes to key responsibilities of senior members of staff.
- Set performance management targets for Heads of School, with consideration to the Sigma Trust aims and vision.
- In addition to work in school, the Executive Headteacher will play a lead role in establishing and strengthening local partnerships that have a direct impact on the sustainability of both schools.

## Head of School

Key responsibilities:

- Be responsible for the day-to-day running of the school ensuring all agreed policies and procedures are followed.
- Work with the Executive Headteacher to set appropriate priorities for expenditure, allocation of funds and effective administration and control.
- Monitor expenditure to ensure that the school operates within agreed budgetary parameters.
- Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including governors, the LEA, the local community, OFSTED and others to enable them to play their part effectively.
- To establish a system of recording, assessment and interventions so that the most appropriate decisions are taken with regard to the next step in a student's education.
- Maintain a school environment and pastoral programme in which the needs and values of individual students are recognised and to implement a fully enriched PSHEE programme incorporating British Values and which also contributes positively towards students spiritual, social, cultural and moral development.
- Work with the Executive Headteacher and the LGB, for the appointment of teaching and non-teaching staff and all related personnel issues.
- Work in collaboration with other schools and colleagues within the Sigma Trust.
- Lead, motivate, encourage, support, monitor and evaluate to ensure continuing school improvement.
- Responsibility for the annual performance management cycle for all teachers and support staff, reporting directly to the LGB on the professional development of all staff in the school.
- Ensure the safety and wellbeing of all members of the school community and to ensure the commitment of the LGB to safeguarding and promoting the welfare of students and young people is at the heart of the school and that all staff and volunteers share this commitment.
- Ensure that health and safety requirements, the wellbeing of staff and students and safeguarding, emergency and contingency planning are carried out to the highest standards.
- Undertake Health and Safety policy making and management throughout the school.
- Ensure the maintenance of high standard of care in the school environment, including the grounds, buildings, furniture, equipment and learning materials.
- Assist the Executive Headteacher to formulate a strategic plan for the school and to secure its implementation with the collective support of the school staff, parents and students; to ensure all necessary resources are in place to support the plan.

This job description is subject to change as both the roles of Head of School and Executive Headteacher develop.

## Person Specification

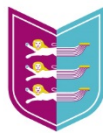
The Sigma Trust and LGB must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate for the Head of School role will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and complete a Disqualification Declaration, if appropriate.

<b>Experience</b>	<ul style="list-style-type: none"> <li>• Leadership responsibility of/within a team</li> <li>• Successful teaching experience and experience of leading within a subject area / Key stage</li> <li>• Recent experience in a secondary school or academy</li> <li>• Experience as Deputy Headteacher or a member of SLT</li> <li>• Experience of teaching/leadership in more than one school</li> </ul>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Desirable</li> </ul>
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Hold QTS</li> <li>• Evidence of continuing professional development</li> <li>• Masters level qualification</li> <li>• NPQH award or Leadership Pathways certification</li> </ul>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Desirable</li> <li>• Desirable</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to articulate and share a vision of education within the context of the mission of the school</li> <li>• Ability to inspire and motivate staff, students, parents and governors</li> <li>• Evidence of having successfully translated vision into reality at whole-school level</li> <li>• Experience of working in and leading staff teams</li> <li>• Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>• Experience of performance management and supporting the continuing professional development of colleagues</li> <li>• Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement</li> <li>• Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress</li> <li>• Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all students</li> <li>• Understanding of leadership role in developing and implementing of the PSHEE curriculum, incorporating an ethos of British Values throughout the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding of and commitment to promoting and safeguarding the welfare of students and colleagues</li> <li>• Knowledge of the role of the local governing board</li> <li>• Experience of working with governors to enable them to fulfil whole-school responsibilities</li> <li>• Understanding of effective budget planning and resource deployment</li> <li>• Understanding of how financial and resource management enable a school to achieve its educational priorities</li> <li>• Successful involvement in staff recruitment, appointment/induction</li> </ul>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Desirable</li> <li>• Desirable</li> <li>• Desirable</li> <li>• Essential</li> </ul>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Principles and practice of effective strategies for learning and assessment</li> <li>• Ability to demonstrate accuracy</li> <li>• Organisation skills</li> <li>• Working knowledge and skills of IT</li> <li>• Good communication skills with people at all levels</li> <li>• Ability to gain respect of students through manner of confidence and authority</li> <li>• Able to organise own workload in the context of varied tasks</li> <li>• Financial understanding and/or management of budgets</li> <li>• Ability to analyse data</li> <li>• A secure understanding of the requirements of the National Curriculum and wider curricular opportunities</li> <li>• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all students</li> <li>• A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</li> <li>• Experience of effective monitoring and evaluation of teaching and learning</li> <li>• Secure knowledge of statutory requirements relating to the curriculum and assessment</li> <li>• Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</li> <li>• Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Desirable</li> </ul>

## Scheme of Delegation

Key Function	Task	Exec Head	Head of School
<b>Staffing</b>	Senior Leadership appointments (up to Deputy Headteacher)	✓	
	Teaching staff appointments		✓
	Non-teaching staff appointments		✓
	Pay decisions (including discretions)	✓	
	Establish disciplinary / capability procedures	✓	
	Dismissal of staff	✓	
	Suspension of staff	✓	
	Ending suspension of staff	✓	
	Determining staffing requirements		✓
	Dismissal payments / early retirement	✓	
<b>Curriculum</b>	Establish and implement Curriculum Policy		✓
	Approval of Curriculum Policy	✓	
	Responsibility for standards of teaching		✓
	Decide which subject options will be taught, including activities outside the school day		✓
	Provision of sex education – includes arrangements for PSHEE/REAL days		✓
	To prevent extremism and ensuring a balanced treatment of sensitive issues		✓
<b>Performance Management</b>	Implement the Sigma Trust performance management policy including Pay committee		✓
	Approval of pay review decisions	✓	
<b>Target Setting</b>	Set and publish targets for student achievement	✓	
<b>Discipline / Exclusions</b>	Establish the Behaviour for Learning policy	✓	
	Implement the Behaviour for Learning policy		✓
	Direct reinstatement of excluded students following appeal		✓
<b>Admissions</b>	Consult annually before setting an Admissions Policy	✓	
	Establish admission appeals process: application decisions		✓
<b>Premises &amp; Insurance</b>	Develop capital buildings strategy	✓	



**THE COLNE**  
COMMUNITY SCHOOL & COLLEGE

Key Function	Task	Exec Head	Head of School
Staffing	Senior Leadership appointments (up to Deputy Headteacher)	✓	
	Procure and maintain buildings, including properly funded maintenance plan		✓
	Strategic oversight of the PFI contract	✓	
Health & Safety	Ensure that the health & safety policy is followed		✓
Finance	Set and agree annual budgets with the support of the Sigma Trust	✓	
	Operate within budgets set		✓
	Create a 5 year strategic reserves plan	✓	
School Organisation	Set times of school day and dates of terms and holidays	✓	
	Ensure that school meets 380 sessions in a school year	✓	
	Ensure that school lunch nutritional standards are met		✓
Information for parents	Prepare the school prospectus		✓
	Oversight of website and newsletter content		✓
	Approve and publish the school prospectus	✓	
	Ensure provision of free school meals to those students meeting the criteria		✓
Partnerships	Consideration of opportunities for working in collaboration with other Sigma schools or other educational establishments and agencies where appropriate	✓	
	Leave a partnership or collaboration	✓	