**Debden C of E Primary Academy**

**JOB DESCRIPTION FOR HEAD OF SCHOOL**

**Overall responsibilities**

The Head of School is a key driver of school improvement, and is also responsible for the efficient day-to-day running of the school.

The post holder will maintain excellent working relationships with the Executive Headteacher, the directors of the MAT, the local governing body, staff, parents and carers and the wider community.

They will present a consistently positive image of the school whilst upholding public trust and confidence.

**Professional duties**

The professional duties of a Head of School involve working in close co-operation with the Executive Headteacher to carry out all aspects of school leadership and management:

**Aims, communication, organisation and professional development**

* Help to formulate and implement the aims and objectives of the school.
* Take a key role in appointing staff.
* Manage and organise staff, especially on a day-to-day basis.
* Communicate effectively to ensure that all staff receive the information they need in order to carry out their professional duties effectively.
* Play a key role in managing the professional development of staff
* Communicating clearly with all stakeholders, especially parents, carers and governors

**Curriculum**

* Organise and implement an appropriate curriculum for the school, tailored to the needs and stage of development of pupils.

**Planning and Review**

* Play a key role in implementing and monitoring school development plans and curriculum development plans.

**Ensuring high standards of teaching and learning**

* Play a key role in evaluating the standards of teaching and learning in the school
* Monitor lessons, carry out learning walks, scrutinise pupils’ book and provide clear and accurate feedback to staff based on your sound professional judgements
* Ensuring that high standards of professional performance are established and maintained.

**Teaching**

* Teaching two days per week and in doing so lead by example with an open door policy to support other staff.

**Behaviour**

* Play a leading role in the maintenance of positive behaviour and implement the school’s behaviour policies

**Performance management, training, development and induction of staff**

* Take a leading role in managing the performance of teachers and support staff in the school.
* Implement induction training with new staff
* Ensure that all staff in the school have access to appropriate advice and training

**Safeguarding**

* Implement child protection procedures, guidance and legislation in respect of safeguarding children.
* Demonstrate commitment to promoting and safeguarding the welfare of children and young people in the school.
* Take on the role as Designated Safeguarding Lead
* Maintain appropriate professional boundaries in relationships with children and with all members of the school community and outside agencies, and exercise sound professional judgement which always focuses upon the best interests of the pupils and the school.
* Understand, implement and comply with the DfE document ‘Keeping Children Safe in Education’ and all other key safeguarding documentation

**Pupil progress and assessment**

* Act as the school’s assessment leader
* Support, train and monitor staff to carry out assessment processes
* Ensure that the progress of all pupils in the school, including vulnerable groups, is carefully monitored and recorded.

**Relations with parents**

* Ensure that parents are kept well informed about all aspects of their children’s life at school, including the curriculum and pupils’ progress.

**Relations with other bodies and schools**

* Promote strong and effective relationships with other groups, particularly the local community, local schools and schools in our MAT.

 **Relations with the Local Governing Body**

* Advise and assist the local governing body and Directors of the MAT in the exercise of their functions.
* Work cooperatively with governors including attending governing body meetings, preparing reports for governors and facilitating governor monitoring visits

**Resources**

* Support the MAT Business Manager in developing and monitoring the school’s finances .

**Premises**

* Support the Executive Headteacher in making arrangements for the security and effective supervision of the school site.

**Absence**

* Manage staff absence on a day-to-day basis, ensuring that appropriate arrangements are made for covering classes in a cost effective way.
* Ensure arrangements are in place for PPA cover Teaching.

**GDPR**

* The role of SIRO for Debden Primary Academy.

**PERSON SPECIFICATION FOR HEAD OF SCHOOL**

The following outlines the key skills and experience we are looking for in the Head of School at Debden C of E Primary Academy and our selection decision will be based on the criteria detailed within this document. The selection panel will assess candidates against the criteria, expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied, or an awareness of how to apply, this knowledge and understanding in the school context.

Please ensure when completing your application that you address the relevant criteria. As appropriate your responses should include your role, the actions and decisions you took and the outcome or impact of your involvement. The supporting statement should be no more than three pages long.

**We expect our new Head of School to:**

* Be passionate about and committed to collaborative working with the Executive Headteacher, colleagues across our MAT, governors, directors, teachers and support staff
* Have high expectations for their own performance, the performance of all staff and the progress and attainment of all our pupils
* Possess skills in developing others, especially through coaching, mentoring and a commitment to continual professional development of self and others
* Be open to learning, developing and improving their own skills in this senior role
* Be outward-looking, energetic, friendly, supportive and appropriately challenging and able to accept professional challenge
* Demonstrate effective leadership, managerial and organisational skills and have a proven track record of improving outcomes for pupils
* Show accurate judgements about the quality of learning in lessons and pupils’ books and deliver clear feedback to teachers on strengths and weaknesses

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|  | **Essential** | **Desirable** |
| Qualified Teacher Status | Yes |  |
| NPQH or successfully accepted onto the NPQH programme |  | Yes |
| Degree or Higher Degree or equivalent post qualification award |  | Yes |
| Recognised management/leadership qualification |  | Yes |
| Strong evidence of continuing professional development relevant to the post | Yes |  |
| Successfully completed recognised ‘safer recruitment’ training or commitment to do so before taking up post | Yes |  |
| Experience of successful leadership | Yes |  |
| Experience of teaching in more than one school |  | Yes |
| Experience of teaching in a church school |  | Yes |
| Widest possible experience of working with primary age children 4+ to 11 years | Yes |  |
| Experience of leading whole school change and development initiatives | Yes |  |
| Experience /proven track record of raising achievement | Yes |  |
| Experience of budget and resource management underpinned by best value principles |  | Yes |
| Experience of managing and/or coordinating staff | Yes |  |
| Experience of appointing and inducting/mentoring staff | Yes |  |
| Demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision | Yes |  |
| A clear understanding how to develop and sustain a learning culture that has high expectations and standards of achievement for all at its core | Yes |  |
| A clear understanding of the characteristics of a good school and how it may be delivered | Yes |  |
| Awareness of strategies and success in raising pupil achievement | Yes |  |
| Demonstrate a sound grasp of the principles and practice of effective learning and teaching | Yes |  |
| A clear understanding of the strategies for improving the quality of learning and teaching, including promoting excellence and challenging poor performance | Yes |  |
| Understanding and experience of curriculum design and management that helps to meet the personal learning needs of every pupil | Yes |  |
| Understanding and experience of what distinguishes a distinctive Christian ethos in a church school | Yes |  |
| Understanding of current education legislation and its impact on schools and their wider communities | Yes |  |
| Awareness of Ofsted and the current inspection framework | Yes |  |
| Understanding of the role of the Governing Body | Yes |  |
| Experience as a school governor |  | Yes |
| Understanding of the role which can be played by parents, the church and the community in raising standards | Yes |  |
| Ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals | Yes |  |
| Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people | Yes |  |
| Ability to build and maintain quality relationships through strong interpersonal skills and effective communication | Yes |  |
| Demonstrate personal and professional integrity, including modelling Christian values and vision | Yes |  |
| Ability and faith to lead the spiritual development of all in the school community | Yes |  |
| Good understanding of GDPR requirements within a school environment | Yes |  |
| Willingness and conviction to lead school worship | Yes |  |
| Ability to manage and resolve conflict | Yes |  |
| Ability to prioritise, plan and organise themselves and others | Yes |  |
| Ability to think analytically and creatively and demonstrate initiative in solving problems | Yes |  |
| Demonstrate a capacity for sustained hard work with energy and vigour | Yes |  |
| Empathise | Yes |  |
| Flexible, approachable and a good listener | Yes |  |
| Demonstrate resilience and optimism | Yes |  |
| Demonstrate impact and presence | Yes |  |
| Genuinely likes children! | Yes |  |