

Job Description

Chappel C of E Primary School is part of the LIFE Education Trust, a family of schools who work together and have the same mission, to build great learning communities which unleash creativity and champion optimism, in a spirit of compassion.

We are looking for brilliant people to join the LIFE team who share and demonstrate our beliefs:

- Courageous Optimism
- Boundless Creativity
- Heartfelt Compassion

With the support of the Executive Headteacher, the Head of School will be expected to carry out all duties on the Headteacher Standards.

Job Title	Head of School
Scale	L8-L12
Type	Permanent
Hours per week	32.5 = 19.5 (0.6 FTE) Head of School + 13 (0.4 FTE) Teaching
Days per week	Monday - Friday
Weeks per year	52
Reports to	Executive Headteacher
Job Particulars	
	Our Heads of School uphold public trust in school leadership and maintain high standards of ethics and behaviour both within and outside school. They: • Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position • Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain • Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • Ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law. Heads of School in the LIFE Education Trust: • Support the Trust mission, beliefs and behaviours and model those at all times • Participate fully in the life of the Trust including meetings, processes and procedures • Ensure all school staff engage in the Trust activities and model Trust behaviours • Support and promote the development of the Trust As leaders of their school community and profession, Heads of School: • Serve in the best interests of the school's pupils • Uphold and promote the Christian character and historic foundation of the School • Conduct themselves in a manner compatible with their influential position in

	society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen • Uphold their obligation to give account and accept responsibility Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities • Take responsibility for their own continued professional development, engaging critically with educational research • Make a positive contribution to the wider education system School culture • Establish and sustain the school's ethos and strategic direction in partnership with Executive Headteachers and those responsible for governance and through consultation with the school community • Create a culture where pupils experience a positive and enriching school life • Lead and participate in regular acts of collective worship that are broadly and predominantly Christian in character • Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life • Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment • Ensure a culture of high staff professionalism Teaching • Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn • Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains • Ensure effective use is made of formative assessment Curriculum and Assessment • Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught • Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities • Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading • Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum • Ensure that Religious Education is provided in accordance with the Church of England Statement of Entitlement Behaviour • Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils • Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy • Implement consistent, fair and respectful approaches to managing behaviour • Ensure that adults within the school model and teach the behaviour of a good citizen • Lead by example, modelling Christian vision and values in everyday practice, inspiring pupils, staff, governors, and parents to create a shared culture and positive climate Additional and special educational needs and disabilities • Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities • Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
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	• Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate • Ensure the school fulfils its statutory duties with regard to the SEND code of practice
	Professional Development • Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs • Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development • Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning Organisational Management • Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care • Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds • Ensure staff are deployed and managed well with due attention paid to workload • Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently • Ensure rigorous approaches to identifying, managing and mitigating risk Continuous School Improvement • Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement • Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time • Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context Working in Partnership • Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community • Promote and strengthen the school's role within the local Church, fostering a strong partnership between the parish, home, Life Education Trust, and the Diocese of Chelmsford • Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support • Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils Governance and Accountability • Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility • Establish and sustain professional working relationship with those responsible for governance • Ensure that staff know and understand their professional responsibilities and are held to account • Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

General

- 4 months' notice period to be given
- Undertake such other duties and responsibilities of an equivalent nature, as defined by line management from time-to-time, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms
- Undertake any training commensurate with the post
- Take part in the Trust performance management system, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager and attend SDP/inset days.
- Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace and to take appropriate action to identify, evaluate and minimise any risks to health, safety and security in the immediate working environment
- Work in accordance with the values, culture, ethos, equalities and inclusion policies of the Trust proactively promoting anti-racist, anti-sexist and anti-discriminatory behaviours in the day to day operation of the job
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy
- The Local Governing Committee is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The duties above are neither exclusive nor exhaustive and the postholder may be required by the Executive Head to carry out appropriate duties within the context of the job, skills and grade.

This job description is current at the date shown, but in consultation with you, may be changed by the Executive Head to reflect or anticipate changes in the job commensurate with the grade and job title.

I acknowledge that I have seen and received a copy of the job description.

Signed: _____

Date: ____ / ____ / ____

Person Specification

We are looking for someone who has the following qualifications, experience and demonstrates the following behaviors to be truly successful in the role.....

	Essential (E) Desirable (D)	Application (A) Interview (I) References (R) Qualification (Q)
Qualifications & Experience		
Qualified Teacher Status	E	A, Q
First degree or Certificate of Education	E	A, Q
Relevant recent further qualifications	E	A, Q
Relevant recent professional development	E	A, Q
Senior leadership experience	E	A, R
SLT Experience in a multi-academy Trust	D	A, R
School Culture		
Able to think strategically, and to build and communicate a coherent vision	E	A, I
Able to inspire, challenge, motivate and empower others to carry the vision forward	E	A, I
Committed to creating an inclusive environment which ensures everyone can achieve their full potential	E	A, I
Committed to setting and achieving ambitious, challenging goals and targets and thereby securing high standards	E	A, I
Teaching		
Able to access, analyse and interpret data to ensure all teachers target their teaching accordingly	E	I
Initiates and supports research and debate on effective learning	E	A, I
Committed to innovative and creative forms of teaching and learning to meet the personal learning needs of every child	E	A, I, R
Curriculum & Assessment		
Has a clear understanding of how the secondary curriculum, from KS3 to KS5, ensures coherent progression in pupils' knowledge, skills and values	E	A, I, R
Has worked with a range of subject leaders within the school and across other professional networks and communities	E	A, R
Committed to developing valid, reliable and proportionate approaches to assessment and feedback of pupils' knowledge and understanding	E	A, R
Behaviour		
Creates and maintains high standards of pupil behaviour, built upon clear communication and mutual respect	E	A, R
Understands the importance of consistent behaviour management systems to a school environment and the ability to establish these	E	A, R
Acts as a role model in ensuring that all adults within the school model and teach the expected pupil behaviours	E	A, R
Inclusion & Diversity		
Committed to providing an inclusive and welcoming school environment for all pupils, families and adults regardless of ability or background	E	A, I, R
Committed to establishing and supporting a learning environment which has ambitious expectations for all pupils, including those with SEND	E	A, I, R
Values working in partnership with parents, carers and professionals, to identify and meet the additional needs of all pupils	E	A, R
Professional Development		
Values the role of high-quality, professional development in developing staff and improving practice	E	A, R
Has shown a commitment their own personal professional development to stay abreast of key educational developments and self-improve	E	A, R, Q

Organisational Management		
Places a high value on the safeguarding of pupils and staff in all aspects of their work and the school environment	E	A, I, R
Has undergone recent safeguarding training	E	A, Q, R
Has held a Designated Safeguarding Lead role in school	D	A, Q, R
Feels confident and competent in all financial matters related to budgeting and the allocation of resources	E	A, I, R
Has experience of managing significant budgets	D	A, R
Has experience of the successful creation and submission of funding bids	D	A, R
Recognises the importance of work-life balance in order to ensure the effective deployment and management of all staff	E	A, I, R
Continuous School Improvement		
Has knowledge, understanding and experience of using a range of data sources, internal and public to set and achieve ambitious targets	E	A, I, R
Engages the school community in systematic and rigorous self-evaluation, combining this with external evaluations to develop the school	E	A, R
Proven ability in action planning which develop, manage and evaluate the impact of actions in a timely fashion, having engaged all stakeholders	E	A, R
Working in Partnership		
Committed to forging constructive relationships beyond the school, working in partnership with parents, carers and the local community	E	A, I, R
Committed to working with other schools and organisations in a climate of mutual challenge and support	E	A, I, R
Keen to work in a Multi Academy Trust in order to derive benefits for the school as well as working collaboratively for the benefit of all Trust schools	E	A, I
Governance & Accountability		
Has knowledge, understanding and experience of using a range of data sources, internal and public to set and achieve ambitious targets	E	A, I, R
Engages the school community in systematic and rigorous self-evaluation, combining this with external evaluations to develop the school	E	A, R
Proven ability in action planning which develop, manage and evaluate the impact of actions in a timely fashion, having engaged all stakeholders	E	A, R

Assessment Key:

- A:** Application form and supporting statement
I: Interview
R: References
Q: Certified evidence