



### Head of School - Job Description

Aspect	Key Responsibilities	Key Actions
<b>Operational Management and Staff Development</b>	Lead the operational day-to-day running of the school	<ul style="list-style-type: none"> <li>Organise timetables and staff cover efficiently.</li> <li>Ensure smooth operation during staff absences.</li> <li>Assist in administrative and logistical tasks as required.</li> </ul>
	Hold staff accountable for their professional conduct and practice	<ul style="list-style-type: none"> <li>Support the Headteacher in implementing rigorous, fair, and transparent monitoring systems.</li> <li>Identify areas of strength and improvement among staff.</li> <li>Suggest and implement practical and effective strategies for staff development.</li> <li>Ensure policies and procedures are consistently implemented across the school.</li> <li>Translate the Headteacher's strategic priorities into clear, actionable plans for staff, ensuring everyone understands expectations and their role in achieving them.</li> <li>Act as a first point of contact for staff concerns, resolving operational issues at the appropriate level before escalating to the Headteacher where necessary.</li> </ul>
	Support the Headteacher to create a motivating ethos	<ul style="list-style-type: none"> <li>Encourage staff to develop their skills and subject knowledge.</li> <li>Promote collaboration and mutual support among staff members.</li> <li>Build and nurture a strong, positive, and collaborative team culture.</li> <li>Provide the Headteacher with regular, honest intelligence on staff morale, workload, and emerging issues to inform strategic decision-making.</li> </ul>
<b>Curriculum Leadership and Teaching</b>	Lead teaching and learning across the school	<ul style="list-style-type: none"> <li>Ensure strong standards of teaching across the curriculum through pedagogy embedded in research.</li> <li>Develop and implement effective curriculum plans.</li> <li>Monitor and evaluate the teaching and learning providing coaching and mentoring where necessary.</li> <li>Use assessment and performance data to identify priorities and drive improvement.</li> </ul>
	Teach as required	<ul style="list-style-type: none"> <li>Teach as required, following planning provided.</li> <li>Deliver engaging and inspiring lessons to pupils.</li> <li>Assess and monitor pupils' progress in the classes taught.</li> </ul>
<b>Community Engagement and Professional Relationships</b>	Work closely with staff and pupils to maintain the school's strategic objectives	<ul style="list-style-type: none"> <li>Align daily practices with the school's vision and goals.</li> <li>Participate actively in strategic planning and implementation.</li> </ul>
	Develop effective relationships with professionals and public services	<ul style="list-style-type: none"> <li>Collaborate to improve academic and social outcomes for all pupils.</li> <li>Engage in professional networks and partnerships.</li> <li>Represent the school positively at Trust, network and external meetings.</li> </ul>
	Work in partnership with parents, carers, external agencies, and the community	<ul style="list-style-type: none"> <li>Model positive relationships that enhance pupil achievement, personal development, and inclusivity.</li> <li>Communicate effectively with all stakeholders.</li> </ul>

		<ul style="list-style-type: none"> <li>Act as Deputy Designated Safeguarding Lead (DDSL), to support the Designated Safeguarding Lead to ensure robust safeguarding practice across the school</li> </ul>
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### Head of School - Person Specification

Area	Essential Criteria	Desirable Criteria
<b>Qualifications</b>	Qualified teacher status (QTS)	Further Leadership Qualification (NPQML, NPQSL, NPQEYL or similar)
	Evidence of ongoing professional development relevant to leadership or school improvement	
<b>Experience</b>	Significant and successful experience as a senior school leader (e.g. Assistant Head, Deputy or equivalent)	Experience of working across more than one school, such as in a MAT, partnership, outreach or advisory role
	Proven impact on pupil outcomes, teaching quality or inclusion at whole-school level	Direct experience of supporting Early Years or nursery provision
	Experience of leading or contributing to improvement work that involved other staff, teams or settings beyond a phase	Experience of leading professional development, coaching or networks
	Experience of using evidence, data and monitoring to plan, implement and review improvement priorities	Experience of preparing for and contributing to inspections
<b>Knowledge &amp; Skills</b>	Strong understanding of curriculum, pedagogy and inclusive classroom practice, including early reading and phonics	Familiarity with the Education Endowment Foundation (EEF) implementation guidance
	Able to support and challenge others in a constructive and professional way	Awareness of recent Ofsted developments including evaluation tools and subject-level reviews
	Confident in using evaluation tools (such as FFT Aspire, Arbor, Perspective or similar) to support self-evaluation and strategic planning	Understanding of how to support and sustain improvement in complex or diverse settings
	Excellent interpersonal, communication and organisational skills	
	Ability to build trust, influence others and model professional behaviours	
	Able to work flexibly and independently	
<b>Commitment</b>	Clear commitment to improving outcomes for all pupils, particularly those with SEND or from disadvantaged backgrounds	
	Strong alignment with the values of collaborative improvement and long-term capacity building	
<b>Other</b>	Able to travel to Trust sites as required	
	Be flexible in managing time	
	Have patience, and a strong and positive sense of humour!	