



Head of School

Job purpose including main duties and responsibilities

In addition to the General Professional duties set out in the School Teachers' Pay and Conditions Document the following duties are attached to the post of Head of School.

Main objectives of the post

The Head of School is the second tier professional in the school.

Working with the Regional Director (RD) or Executive Headteacher (EHT) and the Governing Body, the Head of School is responsible for providing vision, leadership and direction for the continuing improvement of the school.

The Head of School is responsible for ensuring that learning and teaching are highly effective and that all pupils achieve their maximum potential by:

- Monitoring across the whole school of planning, marking and progress
- Continuous improvement of teaching and learning with the support of the RD/EHT
- Maintaining and raising standards with support from the RD/EHT
- Maintaining and improving a structured learning environment
- Maintaining a rigorous and challenging curriculum
- Ensuring equality of opportunities for all
- Maintain positive relationships with parents and carers of pupils
- Maintain high standards of pupil behaviour
- Tracking performance of all groups of pupils with support from the RD/EHT
- Performance Management of Senior Leadership Team with guidance from the RD/EHT
- Conduct all PPRs to ensure they are rigorous and have high impact

Qualities and knowledge

1. Hold and articulate clear values and moral purpose, in line with the Trust's vision and expectations, focused on providing a world-class education for the pupils they serve with support from the RD/EHT.
2. Foster positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. With support from the RD/EHT, consistently communicate the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.



Pupils and staff

1. Ensure a clear and rigorous expectation to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
2. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
3. With support from the RD/EHT, secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
4. Maintain an educational culture of 'open classrooms' as a basis for sharing best practice within the schools, drawing on robust data analysis.
5. Maintain an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
6. Hold all staff to account for their professional conduct and practice.

Systems and Process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, whilst in line with the Trust's agreed systems and processes, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Maintain rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Actively support the governing board to understand its role and deliver its functions effectively, in particular its functions to set school strategy and hold the Head of School to account for pupil, staff and financial performance.
5. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making, with support from the RD/EHT.

Self-improving school system

1. Maintain an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services, external to the school, to improve academic and social outcomes for all pupils.
3. Provide quality training and sustained professional development for all staff, with support from the RD/EHT



Key Accountabilities

1. Take responsibility for Child Protection and Safeguarding as part of the school's safeguarding team and as Deputy DSL.
2. Identify colleagues' professional needs, as well as administer and manage performance management for a team in the school with support from the RD/EHT.
3. Contribute to a clear and soundly based educational vision, ethos and direction that promote and support pupils' learning and their spiritual, moral, social and cultural development.
4. Give support and guidance to all staff in the execution of their duties, including managing induction, probation and staff appraisals.
5. Support the school's policy explaining The Pioneer Academy expectations; encouraging and influencing and supporting successful working relationships.
6. Share responsibility for whole staff planning.
7. Meet as arranged and / or as necessary with the RD/EHT.
8. Organise and coordinate the school's timetables, rotas and staffing needs on a daily basis.
9. Participate in weekly (or more frequent if necessary) minuted meetings of the Leadership Team.
10. Contribute to meetings of the Governing Body and write termly reports with guidance from the RD/EHT.
11. Take responsibility for daily discipline, sanctions and behaviour management in the school.
12. Act as the key coordinating professional in the event of the fire alarm being sounded.
13. Coordinate fixed and permanent exclusions including the organisation of disciplinary and appeal hearings in partnership with the Governing Body with support from the RD/EHT.
14. Manage the upkeep and maintenance of the site on a weekly basis in partnership with the Site Manager.
15. Coordinate, administer and the enactment of the monitoring, evaluation and review schedule.
16. Undertake such other duties, commensurate with the post, as may from time to time be assigned by the RD/EHT or the Governing Body.
17. Liaise with parents through letters and meetings where appropriate.
18. Delegate tasks to other senior staff as necessary.
19. Take responsibility for staff disciplinary to informal warning.
20. Write the School Development Plan and School Self Evaluation under guidance from the RD/EHT.



HEAD OF SCHOOL PERSONAL SPECIFICATION

Qualifications and training	E/D	Stage
Qualified Teacher Status	E	AF, C
National Professional Qualification for leadership (NPQSL, NPQH) or equivalent	D	AF, C
Evidence of continued professional development	E	AF, C, I

Experience, Knowledge and Skills	E/D	Stage
Senior Leadership experience at EYFS, KS1 and/or KS2	E	AF, I, R
Experience of successfully initiating, implementing and evaluating change and development	E	AF, I, R
Able to communicate and model vision and values both within and beyond the school	E	AF, I, R
Proven ability to understand and discuss local, national and global trends in primary education	D	I
Experience of setting and achieving ambitious, challenging goals and targets	E	AF, I, R
Able to demonstrate ability to implement strategies for raising achievement and achieving excellence for pupils, staff and self	E	AF, I, R
Proven ability to lead curriculum design and management	E	AF, I, R
Able to use data and a range of evidence, such as performance data and external evaluations, to monitor progress in pupil learning and improve key aspects of school development, including challenging poor performance.	E	AF, I, R
Knowledge of the statutory requirements of legislation concerning Equal Opportunities, Health and Safety, Inclusion and Child Protection	D	AF, I, R, C
An understanding of how to promote the achievement of disadvantaged pupils with evidence of impact	E	AF, I, R
An understanding of the management of behaviour and attendance	E	AF, I, R
Ability to create policies, through informed decision making, consultation and informed judgements	D	AF, I, R
Experience of giving and receiving effective feedback and acting to improve personal performance, including leading professional development with measurable outcomes on pupil attainment	E	AF, I, R
Knowledge of the wider community beyond school and the opportunities it provides for pupils and the school community	D	AF, I
Experience of liaising with Governors, with an understanding of the role of an effective Governing Board	D	AF, I, R



Personal Attributes	E/D	Stage
A commitment to safeguarding and promoting the wellbeing of children	E	AF, I, R, C, D
A commitment to equality and inclusion	E	AF, I, R
Professional, honest and loyal	E	AF, I, R
Resilient, flexible and open to change	E	AF, I, R
An ability to stay calm under pressure	E	AF, I, R
An ability to think strategically and creatively	E	AF, I, R
Able to develop strong interpersonal relationships	E	AF, I, R
Able to demonstrate ability to collaborate and network with others within and beyond the school	E	AF, I, R

Special Requirements	E/D	Stage
Be able and willing to work outside normal hours, if required, in order to meet the demands of the role	E	AF, I, R
Suitability to work with children	E	AF, I, R, D
Enhanced DBS Check	E	C, D

KEY

E/D Essential or Desirable
AF Application Form
C Certificate
I Interview
R Reference
D Disclosure