



EAST SUSSEX COUNTY COUNCIL JOB DESCRIPTION

JOB TITLE: Head of School

SCHOOL: Skylark Federation

LOCATION: Barcombe C of E Primary School

GRADE: L3 – L10

RESPONSIBLE TO: Executive Head Teacher

Purpose of the Role:

The core purpose of this role is to provide professional leadership and management of the school that promotes a secure foundation from which to achieve high standards in all aspects of the school's work.

To achieve success, the Head of School will:

- provide vision, excellent leadership and clear direction empowering all pupils and staff to excel;
- model positive relationships and attitudes towards our pupils, and engage parents, governors and members of the local community in the constant improvement of all that we do;
- effectively manage and improve learning and teaching in the school;
- promote excellence, equality and set high expectations of all pupils and staff;
- deploy resources effectively to achieve school aims and targets;
- evaluate school performance and identify priorities for continuous improvement;
- carry out day-to-day management and organisation of the school;
- create a safe and productive learning environment that is engaging and fulfilling for all pupils;
- ensure that the education and interests of our pupils are at the centre of everything we do.

Key tasks:

Strategic direction

1. Work with the Executive Headteacher, Governing Body and other key stakeholders to ensure the school's vision is clearly articulated, shared, understood and acted upon effectively by all.
2. Work within the school community to translate the school's vision into agreed objectives that promote and sustain school improvement.
3. Demonstrate the school's values in everyday work and practice.
4. Motivate and work with others to create a shared culture and positive environment.
5. Ensure all planning takes account of the diversity, values and experience of the school and the community.

Leading teaching and learning

6. Promote the sharing of best practice between teachers and a culture where less than good practice is challenged and improved.
7. Maintain a consistent and continuous focus on pupils' achievement and attainment, ensuring that assessment for learning is effective through the school and that all teachers understand and interpret data appropriately.
8. Ensure that learning is at the centre of strategic planning and resource management.
9. Create and establish a culture and ethos of challenge and support where all pupils can achieve success and be engaged in their own learning.
10. Demonstrate and articulate high expectations and set stretching targets for the whole school community.
11. Review and update the school's curriculum to ensure that every child has access to the best educational provision.
12. Support the development of new and emerging technologies to enhance and extend the learning experience of pupils.
13. Monitor, evaluate and review classroom practice and school improvement strategies.

Managing the organisation

14. Ensure policies and practices take account of national and local circumstances, policies and initiatives.
15. Manage the school's financial resources effectively and efficiently to achieve the school's educational goals and priorities; Recruit, retain and deploy staff appropriately and assist in managing their workload to achieve the school's vision and goals linked to the School Improvement Plan.
16. Implement effective performance management (Appraisal) processes with all staff and ensure systems and structures are in place to support progress.
17. Manage the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
18. Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.

Developing self and working with others

19. Review own practice regularly and take responsibility for own personal development.
20. Develop and maintain effective strategies and procedures for staff induction, professional development and performance reviews.
21. Treat people equitably and with dignity and respect to create and maintain a positive school culture in line with the school's ethos and values.
22. Ensure clear delegation of tasks and responsibilities, so that teams and individuals undertake effective planning, allocation, support and evaluation of work.
23. Acknowledge responsibilities and celebrate achievements of teams and individuals to ensure a positive successful culture across the whole school.
24. Build a collaborative learning culture within the school and actively engage with other schools/ stakeholders to build effective learning communities.
25. Manage own workload and that of others to allow an appropriate work/life balance.

Securing accountability

26. Fulfil commitment of contractual accountability to the Governing Board and the Executive Headteacher.
27. Work with the Governing Board and Executive Headteacher, providing information, objective advice and support, to enable it to meet its responsibilities.
28. Develop further and strengthen the school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
29. Ensure individual staff accountabilities are clearly defined, understood, agreed, and subject to rigorous review.
30. Develop and present a coherent and accurate account of the school's performance to a range of audiences, including governors, parents and carers.

Strengthening the community

31. Build a school culture and curriculum which take into account the richness and diversity of the school's communities.
32. Ensure learning experiences for students are integrated with the wider community, and that some of these are community-based.
33. Collaborate with other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
34. Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
35. Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enrich the school and its values to the wider community.
36. Co-operate and work with relevant agencies to safeguard pupils.

Christian distinctiveness

37. Ensure that the Church of England character of the School permeates the work of the school and the quality of relationships within the school.
38. Ensure that appropriate Christian worship takes place in the school and that religious education is effectively delivered in accordance with relevant policies.
39. Support the SIAMS (section 48 inspection of church schools) process through regular monitoring and evaluation of the school as a church school.

Keeping Children Safe in Education

This school/federation is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

- Work with governors to ensure that all safeguarding duties are complied with under the relevant legislation.
- Work with governors to ensure that policies, procedures and training in the federation as set out in the current statutory guidance “Keeping Children Safe in Education”, DfE, January 2021, and “Working Together to Safeguard Children”, DfE, December 2020 are effective and comply with the law at all times: [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education) and [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children) and [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children)
- Ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

This job description should be read alongside the requirements of the current publication of the DfE’s School Teachers’ Pay and Conditions Document (STPCD).

EAST SUSSEX COUNTY COUNCIL PERSON SPECIFICATION

Essential qualifications and experience

These criteria will be evidenced via certificates, or assessed at interview

- Qualified Teacher Status at first degree level or equivalent
- Substantial and successful teaching experience across the primary-age range in more than one school
- Experience of leadership in a primary school (*preferably a CE school*)

Desirable qualifications and experience

These criteria will be evidenced via certificates, or assessed at interview

- Experience as a deputy headteacher experience in a (*Church*) primary school in a phase of rapid improvement
- Appropriate professional training for a senior leadership role in a school

Essential professional knowledge

These criteria will be assessed at the application and interview stage

- Good knowledge of the primary curriculum
- A good and developing knowledge of how children and adults learn effectively
- A good understanding of different approaches to assessment and tracking, and the use of assessment to raise standards and target intervention
- Good knowledge of performance data and its analysis
- A good knowledge of special educational needs and how they are effectively addressed
- Good knowledge of Ofsted requirements and experience of using teaching observation to improve standards
- A clear understanding of safeguarding requirements and good practice as relevant to schools

Desirable professional knowledge

These criteria will be assessed at the application and interview stage

- You can demonstrate examples of particularly strong or innovative practice in assessment
- You have proven highly successful experience of leadership in English or mathematics

Essential personal attributes

These criteria will be assessed at the application and interview stage

- A positive and optimistic outlook about children and their potential
- An encouraging, but firm, approach to working with colleagues and in teams
- The ability to insist on high standards from children and staff at all times
- A fundamental belief in the ability of all children to achieve highly if well taught
- Confidence with larger audiences, adults and children, and a proven ability to inspire the confidence and trust of others
- An ability to work productively and creatively with others within the school and beyond
- The ability to hold focus on key priorities and not become distracted by other events
- Humility and resilience

Essential commitment to partnership / *Christian Ethos*

These criteria will be assessed at the application and interview stage

- A positive attitude to the Church of England character of this school and a commitment to leading its further development
- Confidence in leading assemblies of a Christian character
- An understanding of how the school's Christian character can be developed across the school to enhance children's experience of it

Date (drawn up): Modified October 2021

Name of Officer(s) drawing up person specifications:

Job Evaluation Reference:

Health & Safety Functions

This section is to make you aware of any health & safety related functions you may be expected to either perform or to which may be exposed in relation to the post you are applying for. This information will help you if successful in your application identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

Function	Applicable to role
Using display screen equipment	Yes
Working with children/vulnerable adults	Yes
Moving & handling operations	No
Occupational Driving	No
Lone Working	No
Working at height	No
Shift / night work	No
Working with hazardous substances	No
Using power tools	No
Exposure to noise and /or vibration	No
Food handling	No
Exposure to blood /body fluids	No