

The Bemrose School Job Outline

Head of Secondary (L22-26)

Head of Primary (L18-22)

Line Manager – Executive Headteacher

Key Purpose

In addition to carrying out the professional duties of a teacher, the Head of Secondary and the Head of Primary work closely with the Executive Headteacher and the Leadership Team to provide professional leadership and management for the school securing its success and continued improvement, ensuring high quality education for all of its students and improving standards of learning and achievement. Although the Executive Headteacher takes ultimate responsibility for the school, Heads of Secondary and Primary will, in practice, share in the Executive Headteacher role with regard to the six key areas – shaping the future, leading learning and teaching, developing self and working with others, managing the organisation, securing accountability and strengthening community. They undertake the professional duties of the Headteacher in the event of her/his absence from school.

Heads of Secondary and Primary promote a secure foundation from which to achieve high standards in all areas of the school's work. To do this, they effectively lead and manage teaching and learning and use target setting and robust tracking of student performance to realise the potential of all students. They work with the Executive Headteacher to establish a culture that promotes excellence, equality, inclusion and high expectations and which supports the aims and values of the school.

Heads of the secondary and primary are leading professionals in the school. Working with others, Heads of Secondary and Primary contribute to the evaluation of the school's performance to identify the priorities for improvement such that standards are raised, equality of opportunity for all is ensured, students' safety and well being are promoted and maintained, policies and practices are developed and monitored, resources are efficiently and effectively used and the school is well managed and led.

The Heads of Secondary and Primary will work with and through others to secure the commitment of the wider community by developing and maintaining effective partnerships with, for example, other schools, other services and agencies, the local authority, further and higher education and employers. Through such partnerships and other activities, Heads of Secondary and Primary play a key role in contributing to the development of the education system as a whole and in collaborating with others to raise standards locally.

Heads of Secondary and Primary will undertake the professional duties of the Executive Headteacher in the event of his/her absence from school.

Generic areas of responsibility

These areas are shared with the Executive Headteacher.

- Shaping the Future

- Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- Translating the vision into agreed objectives and operational plans which will promote and sustain school improvement
- Demonstrating the vision in everyday work and practice
- Motivating and working with others to create a shared culture and positive climate
- Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence
- Ensuring that strategic planning takes account of the diversity, values and experience of the school and community at large
- Formulating and recommending policy to Governors
- Monitoring and evaluating school performance and the effectiveness of policies and practice

Leading Learning and Teaching

- Ensuring a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress in every child's learning
- Ensuring that learning is at the centre of strategic planning and resource management
- Establishing creative, responsive and effective approaches to learning and teaching
- Ensuring a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning
- Demonstrating and articulating high expectations and setting stretching targets for the school community
- Implementing strategies which secure high standards of behaviour and attendance
- Determining, organising and implementing a diverse, flexible curriculum and implementing an effective assessment framework
- Taking a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students
- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies
- Challenging underperformance and ensuring effective corrective action and follow-up
- Teaching classes and leading assemblies as assigned by the calendar and the school timetable

Leading and Managing Staff

- Treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Building a collaborative learning culture within the school and actively engaging with other schools to build effective learning communities
- Developing and maintaining effective strategies and procedures for staff induction, professional development and performance review
- Ensuring effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledging the responsibilities and celebrating the achievements of individuals and teams
- Developing and maintaining a culture of high expectations for self and for others and

- taking appropriate action when performance is unsatisfactory
- Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development
 - Managing own workload and that of others to allow an appropriate work/life balance
 - Directly leading and managing personnel as specified by the school structure

Managing the Organisation

- Creating/maintaining an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- Producing and implementing clear, evidence-based improvement plans and policies for the development of the school and its facilities
- Ensuring that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives
- Managing the school's financial and other resources effectively and efficiently to achieve the school's educational goals and priorities
- Recruiting, retaining and deploying staff appropriately and managing their workload to achieve the vision and goals of the school
- Implementing successful performance management processes with all staff according to school policy
- Managing and organising the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money
- Using and integrating a range of technologies effectively and efficiently to manage the school

Securing Accountability

- Fulfilling commitments arising from contractual accountability to the governing body
- Developing a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Contributing to creating and developing the school so that all staff recognise that they are accountable for the success of the school
- Working with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities
- Developing and presenting a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
- Reflecting on personal contribution to school achievements and taking account of feedback from others

Strengthening Community

- Building a school culture and curriculum which takes account of the richness and diversity of the school's communities
- Creating and promoting positive strategies for challenging racial and other prejudice and dealing with racial harassment
- Ensuring learning experiences for students are linked into and integrated with the wider community
- Ensuring a range of community-based learning experiences
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families
- Creating and maintaining an effective partnership with parents and carers to support and improve students' achievement and personal development
- Seeking opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
- Co-operating and working with relevant agencies to protect children

Specific areas of responsibility and accountabilities

In addition to a shared role in relation to the above list, the Heads of Secondary and Primary will be fully accountable for the leadership and success of the curriculum, assessment and progress of students in their key stages. There may be other assigned whole school responsibilities decided according to the needs of the school and commensurate with the weight of responsibility implied by the remuneration of the post.

NB All of the above accountabilities are shared with the Executive Headteacher. He/she has overarching accountability for the school (teaching and learning, student progress, care and guidance, performance management, recruitment and retention, marketing, finance, health and safety, oversight of routines and policies) and also specifically responsible for:

- oversight of strategic school improvement including whole school planning, self evaluation (SEF) and monitoring of school performance
- performance management of the Leadership Team
- Governor support
- partnership work across Derby (eg EIP, CYP Board)
- relationships with communities and families.