



Head of School

Attain Academy Partnership

Job Description

Introduction from the CEO

I am delighted to be CEO of Attain and Director of the Chelmsford Teaching Schools Alliance (CTSA), and it is wonderful to work with talented and conscientious staff and trustees who have the outcomes for all our children at heart.



Attain Academy Partnership is a multi-academy trust formed in 2016. Our vision is to create a community of outstanding Trusts with the highest aspiration and dedication to achieving the best outcomes for all our learners.

The dedicated staff, Trustees across all our Trusts form a team, which is creative, collaborative and supportive of one another, enabling the sharing of expertise and opportunities for outstanding professional development.

Attain Academy Partnership is so-named because we believe that committed, co-operative, professional partnerships will secure the best outcomes for all pupils in the future. Attain is committed to delivering high quality educational provision across all our academies whilst reflecting and responding to the individual needs of local communities.

Our aim in all our Trusts is to ensure that every child is a happy and successful learner, a confident individual and a responsible citizen who can develop their skills, abilities, talents and interests in order to fulfil their true potential and achieve what they want to do.

Our ethos is to grow a collaboration of Trusts that work together with a shared desire to be innovative, inclusive and inspirational.

Our Aims and Ethos: 'Working together towards success for all'

- An unshakeable belief in the intrinsic value of every individual within our community based on mutual respect.
- A moral code and high behavioural expectations which are based on Christian values and recognise and respect those beliefs held by different denominations.
- Exciting and creative climates for learning within a safe and supportive environment.
- Sustainable collaboration and sharing of best practice.
- Personal and professional development for all members of staff.
- Accountability based on honesty and responsibility in all our relationships.

We believe:

- That every pupil deserves a good education that enables them to be the best they can possibly be.
- That every individual in our community of Trusts (our pupils, staff, families and friends) is important and has something to contribute.
- In building an exciting and creative climate for learning within a safe and supportive environment.
- In working together and sharing best practice.
- In ensuring the personal and professional development for all members of staff so that they have a rewarding and a fulfilling career within our community of Trusts.
- In accountability based on honesty and responsibility in all our relationships.

Every pupil can expect to:

- Experience a caring and supportive culture in which every individual is safe and can thrive.
- Build positive relationships with the staff in their Trust.
- Experience an aspirational culture in which we refuse to accept barriers to achievement.
- Have ambitious targets and access to appropriate resources to support their learning.
- Meet and talk with our staff regularly about their learning and progress.
- Learn within the classroom with appropriate support and to receive extra help when necessary.
- Have their learning and progress and that of their peers effectively tracked.
- Experience peer-to-peer support within the classroom rather than having total reliance on adults.

Learning will:

- Embrace creative and innovative approaches that engage all learners.
- Reflect planning between experts and teachers to ensure the accessibility of the work.
- Have pace and a continuous focus on progress both academic and social.
- Use modern technology and the virtual learning environment to ensure relevance in the 21st century.
- Be personalised so it is relevant to each pupil and ensure challenge.
- Be tailored to the needs of key groups, for whom appropriate programmes of study will be devised.
- Reflect a balanced but challenging curriculum.
- Enable progress to higher education and/or employment.

Collaboration will ensure that:

- The areas of greatest need are well supported and show rapid and sustained improvement
- The Trust produces flexible and experienced professionals capable of career progression
- Staff within the Trust are well-supported and receive an excellent introduction
- Resources are shared, and economies of scale are achieved

Professional development will:

- Deliver outstanding professionals to work across our trust.
- Ensure that all teachers remain at the forefront of creative and innovative practice.
- Be tailored to meet different standards and needs.
- Focus on outstanding teaching and learning and on developing future leaders who impact on Trust improvement and outcomes.
- Support the needs of our pupils and take account of the stage of development of each Trust.
- Be delivered by inspirational experts.
- Enrich collaborative and reflective working relationships between and within Trust.

Accountability:

- Pupils and staff will understand what they must achieve and how to do this.
- Performance will always be measured against the most ambitious targets.
- Pupils and staff will be held to account for their targets and progress towards them.
- Pupil premium will be used to accelerate the progress of vulnerable pupils.
- Every member of staff will undergo performance management regularly.
- Good and outstanding teaching will be the norm.
- Leaders are proactive in addressing issues and timely, appropriate interventions will be honest and based on objective information.
- Trust bodies will know their Trusts and hold them to account.

The post outlined in this job description is a key role within the Academy and the resource fulfilling the role is expected to achieve the core principles as defined above.

CEO: Susannah Edom-Baker

Pay and Conditions

This is a permanent position.

Pay range: L8 - L21

Leadership Structure

The governance structure of the trust consists of:

Members (five in number)

Trust Board – up to 12 trustees including a Chair and Vice-Chair of the Trust Board – the Board meets up to six times per annum plus one AGM which the members attend

Finance, Risk, Audit and Premises Committee – meets up to six times per annum

Standards Committee – meets once per term (but could be more frequently during the pandemic)

HR committee – meets once per term

Local Governing Bodies – meet twice per term. There are seven LGBs across the Trust which meet in a defined two week period each term and report to the following Board meeting.

The structure of the current Senior Leadership Team is as follows:

CEO working with School Excellence Adviser, Lead for Learning and Development and Lead for School Improvement

CFO

COO

Two Business Managers

Head teachers/Heads of Schools



Specific Job description – Head of School

Main Core Duties

The head of school will be responsible for the internal organisation, management and control of the school in accordance with applicable legislation, the policies of the local governing body and trust board (including its annual budget) and the instrument and articles of governance of the school as defined by the CEO.

The head of school, working with the CEO, trust board, local governing body, senior leadership team and school staff, will provide overall strategic leadership for the school.

The head of school will:

- Lead, develop and support the direction, vision, values and priorities of the school.
- Implement, develop and evaluate the schools policies, practices and procedures.
- Lead and manage teaching and learning throughout the school.
- Ensure accurate school self-evaluation to inform school improvement planning.
- Have overall responsibility and accountability for safeguarding and promoting the welfare of pupils within the school.

The job description should be read in conjunction with the contractual requirements and responsibilities as set out in the current school teachers pay and conditions document.

Reports to

CEO / chair of trustees / chair of local governing body

Responsible for

The post holder will carry out the duties of the head of school in consultation, where appropriate, with the CEO, local governing body, school staff, its parents and carers.

Job purpose

- To lead the school within our trust, inspiring staff to achieve the highest possible standards in teaching and develop well-rounded and ambitious pupils.
- To provide for the educational, social, moral, spiritual and cultural development for each individual child in the school.
- To be responsible and accountable for securing the highest standards of pupil achievement across the school, through effective monitoring, evaluation and review of learning progress and teaching outcomes and setting targets for improvement.
- To lead, develop and enhance the teaching practices of others across the school, by evaluating, supporting, guiding and target setting.
- To be accountable for the strategic leadership and management of the school, within the context of the school's aims and policies.
- To be accountable to the local governing body and to ensure that it is well informed about the school's performance in all areas.
- To be responsible for child protection issues and health and safety throughout the school.

Description of role

The head of school will report to the CEO. They will:

- Support the CEO to set and review the school's priorities and objectives, leading activity to ensure these are delivered;
- Demonstrate exemplary leadership;
- Develop, motivate and deploy teaching and non-teaching staff to secure the best possible use of available talent;
- Determine and drive appropriate standards and targets to deliver improvement; and

- Create an accountable, safe and positive learning environment in which diversity and co-operation are celebrated.

Safeguarding

Fulfil personal responsibilities, and secure compliance by those working in school, for safeguarding as set out in the children's act, statutory guidance and by the local children's safeguarding board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- Operating clear whistleblowing procedures;
- Sharing information, with other professionals;
- Take responsibility as the designated professional lead for safeguarding. These include:
 - To take lead responsibility for safeguarding and child protection (including online safety) within the school;
 - Act as a source of support, advice and expertise for staff within the school for child protection and safeguarding;
 - Raise awareness of the school's child protection policies ensuring they are understood and used appropriately;
 - Ensure the school's child protection policy is reviewed (at least annually) and known, understood and used appropriately;
 - Refer cases (or support staff making referrals) of suspected abuse to the local authority children's social care where there is a radicalisation concern to the channel programme;
 - Refer cases to disclosure and barring service or police as required;
 - Liaise with the CEO, local authority officers and other relevant agencies/parties in relation to child protection and safeguarding issues and concerns;
 - Understand the unique risks associated with online safety and recognise the additional risks that children with SEND face online;
 - Liaise with staff (especially pastoral support staff, school nurses, IT technicians and SENDco on matters of safety and safeguarding including online and digital safety;
 - Ensure child protection files are transferred as appropriate in line with keeping children safe in education (annex b) as amended from time to time;
 - Be available for staff during school hours to discuss any safeguarding concerns in line with the school's safeguarding arrangements;
 - In conjunction with the CEO and DSL, make adequate and appropriate cover arrangements for safeguarding where concerns/issues occur out of hours/out of term;
 - Undergo and regularly update safeguarding training (at least every 2 years) to ensure the appropriate level of knowledge and skill is maintained;
 - Keep up to date with developments relevant to the role in line with keeping children safe in education (annex b) as amended from time to time.
- Operating safe recruitment practices.
- Ensuring appropriate supervision and support for staff, including undertaking induction, safeguarding training and reviews of practice.
- Establish, operate and monitor clear policies for dealing with allegations against people who work with children.

Qualities and Knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and Staff

- 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.
- 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.

- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.
- Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.
- Participate in the selection and appointment of the teaching and non-teaching staff of the school.
- Deploy and manage all the teaching and non-teaching staff of the school and allocate particular duties to them in a manner consistent with their conditions of service and the need to ensure a proper work/life balance.
- Delegate, as appropriate and agreed, specified duties of the head of school to the assistant headteachers or other members of staff.
- Ensure that cover is provided for absent teachers, taking account of conditions of service and the availability of supply teachers.
- Ensure that the teachers at the school receive the information they need to carry out their professional duties effectively.
- Supervise and participate in arrangements for the appraisal of the performance of teachers.
- Ensure that newly qualified teachers and those returning to work after a break in service have access to adequate support and training in their first year of service or resumed service.
- Exercise responsibility for the supervision and training of teachers during their induction periods.
- Manage the threshold assessment process fairly and undertake the assessment of any eligible teacher who requests it in consultation with the CEO if appropriate.
- Work to identify opportunities for continuing professional development including in house courses, external courses and job related training.
- Ensure that all staff in the school have access to advice and development opportunities appropriate to their needs and report to the local governing body on the professional development of all staff.
- Provide regular updates to the CEO and local governing body, on staffing and management matters.
- Provide information about the work and performance of the staff employed at the school where this is relevant to their prospective employers.
- Maintain a professional working relationship with organisations representing the teachers and other persons on the staff of the school.

Systems and Process

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- 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.
- Establish 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.
- Welcome strong governance and 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 and staff.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- 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.
- Develop clear arrangements for linking appraisal to pay progression and advise the relevant body on pay recommendations for teachers.
- Consult and communicate with the local governing body, staff, pupils, parents and carers.
- Lead and manage / be responsible for safeguarding and promoting the welfare of children.

The self-improving school system

- Create outward-facing schools which collaborate with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships and collaborate effectively with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.

- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- Participate in arrangements for their own further training and professional development and appraisal and review of own performance.

Resources

- Work with the CEO and CFO to allocate, control and account for the financial and material resources of the school, which are under the control of the head of school and be accountable to the local governing body for their proper use.
- Be responsible for the organisation and management of staff within the school in accordance with statutory guidance on school teachers' pay and conditions.
- Ensure the effective security, supervision and maintenance of school buildings, their contents and the school grounds.

Relationships

- Make and maintain arrangements for parents to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, so as to promote common understanding of its aims.
- Work with children, parents, governors, the local community and other stakeholders to ensure that they contribute to the evaluation of the school.
- Provide information and work with the governors of the school to ensure that they carry out their role effectively.
- Provide for liaison and co-operation with officers of the local authority and report to the local authority on the discharge of the head of school's functions as required.
- Maintain liaison with other schools and further education establishments with which the school has a relationship.
- Recognise and support the work of the parents' and carers' group in supporting school initiatives.
- Identify and offer opportunities for approved volunteers to support the work of the school in terms of curriculum and extracurricular activities.

Additional responsibilities

- Participate, as appropriate and where necessary, in the teaching of pupils at the school.
- Have due regard for local authority and school policies on equal opportunities, health and safety and any other relevant area.
- Have regard for the work-life balance of school staff.

General

- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health, safety and welfare, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Participate in training and other learning activities as required.
- Attend relevant school meetings as required.
- To respect confidentiality at all times.
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- Ensure that all duties and services provided are in accordance with the school's equal opportunities policies
- The trust 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 post holder may be required by the CEO / trust board to carry out appropriate duties within the context of the job, skills and grade.

Person Specification

	Detail	Essential	Desirable
Qualifications & Experience	Specific qualifications & experience <ul style="list-style-type: none"> • Qualified teacher status (as recognised by the department for education). • NPQH or equivalent school leadership qualification. • Successful completion of significant additional study relating directly to the education of primary-aged pupils and/or the management and organisation of a school. • Participation in recent, relevant in-service training. • Recent experience working with children in a school environment. • Designated safeguarding lead level 3 trained. 	√ √	 √ √ √ √
	Knowledge of relevant policies and procedures <ul style="list-style-type: none"> • Knowledge and understanding of the role and responsibilities of senior leaders and governing bodies within primary schools. • Experience of previous or current responsibilities within a successful senior management team. Substantive experience in a head of school, deputy or assistant head role is desirable. • Experience of successfully leading team's staff deliver improvements and initiatives. <p>The ability to:</p> <ul style="list-style-type: none"> • Think strategically and to plan effectively in both the short and long term; • Embrace, lead and manage change effectively within an organisation; <p>Inspire, motivate and support pupils, staff, parents and carers, governors and the wider community about the work of a school;</p> <ul style="list-style-type: none"> • Engage effectively and collaboratively with school governors, encouraging others to do the same; • Consult, seek advice and be pragmatic when making decisions; • Motivate a body of staff and maintain their resilience in the face of adversity; • Communicate effectively with, listen to, and learn from pupils, staff, parents (and carers), governors and other members of the community; • Promote the professional development of all staff. • Basic knowledge of First Aid and good understanding of the School • Understanding the expectations in the new Ofsted Framework about what makes an effective school. 	√ √	 √
	Technology <ul style="list-style-type: none"> • Good working knowledge of ICT to support learning. • Robust knowledge and understanding of recent developments and legislative changes in education and how these impact on the leadership and management of a primary school. 	√ √	

	<ul style="list-style-type: none"> Commitment to raising the academic and personal achievement of pupils significantly and to holding. High expectations of all children. Understanding of effective assessment in education and its use to promote the academic progression for pupils. A proven ability to deliver a differentiated curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs. <p>The ability to:</p> <ul style="list-style-type: none"> Demonstrate a commitment to inclusion, ensuring all pupils have the opportunity to participate in a full range of curricular and enriched extracurricular activities; Promote a positive ethos and pride in a school and its physical environment together; Develop and maintain high standards of behaviour among pupils; Raise standards and improve achievement; Innovate to make learning inspiring, engaging and fun for pupils. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
Communication	Written		
	<ul style="list-style-type: none"> Ability to write detailed reports, letters. 	√	
	Verbal		
	<ul style="list-style-type: none"> Ability to use clear language to communicate information unambiguously ability to listen effectively. 	√	
Working with children	Languages		
	<ul style="list-style-type: none"> Specialist language/communication skills if appropriate. 	√	
	Negotiating		
	<ul style="list-style-type: none"> Ability to negotiate effectively with adults and children. 	√	
Management	Behaviour Management		
	<ul style="list-style-type: none"> Ability to demonstrate effective implementation of the school's behaviour management policy and strategies, which contribute to a purposeful learning environment. 	√	
	SEND		
	<ul style="list-style-type: none"> Successful completion of training to support SEND if appropriate. 	√	
	Curriculum		
Management	<ul style="list-style-type: none"> Detailed understanding of the school curriculum. Good working knowledge of specialist curriculum area(s) if appropriate. 	<p>√</p> <p>√</p>	
	Child Development		
	<ul style="list-style-type: none"> Detailed understanding of child development. Ability to assess progress performance and recommend appropriate strategies to support development. Motivate, inspire and have high expectations of pupils. 	<p>√</p> <p>√</p> <p>√</p>	
	Health & Well being		
	<ul style="list-style-type: none"> Understand and support the importance of physical and emotional wellbeing. 	<p>√</p> <p>√</p>	

	<ul style="list-style-type: none"> Understanding of school self-evaluation and the processes involved in becoming an effective self-evaluating school. Understanding of school finance and budgets. Understanding of effective performance management processes for staff. <p>The ability to:</p> <ul style="list-style-type: none"> Work co-operatively with a range of external agencies within a local area and beyond; Delegate and manage staff workload effectively; Devise and implement effective measures for the performance of the school using inspection reports, data and research and to keep these measures under systematic review; Use management information systems, in particular, IT systems to drive school improvement. Knowledge of an IT system for school administration; <p>Manage finance efficiently in accordance with the agreed priorities and delegated authority of the school; and pursue additional funding and resources for the benefit of the school community.</p>	<p>√</p> <p>√</p>	
Working with others	Working with partners <ul style="list-style-type: none"> Ability to make a proactive contribution to the work of the team supporting children, their families and carers and contribute to group thinking, planning etc. 	√	
	Relationships <ul style="list-style-type: none"> Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults. 	√	
	Team work Ability to work effectively with a range of adults.	√	
	Information <ul style="list-style-type: none"> Contribute to the development and implementation of effective systems to share information. 	√	
Responsibilities	Organisational skills <ul style="list-style-type: none"> Good organisational skills. Ability to remain calm under pressure. To be flexible. Follow instructions accurately. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
	Line Management <ul style="list-style-type: none"> Ability to manage and support the work of others. 	√	
	Time Management <ul style="list-style-type: none"> Ability to manage own time effectively. Ability to adapt quickly and effectively to changing circumstances/situations. 	<p>√</p> <p>√</p>	
	Creativity <ul style="list-style-type: none"> Demonstrate creativity and an ability to resolve problems independently. 	√	
General	Equalities <ul style="list-style-type: none"> Awareness of and promotion of equality. 	√	
	Health & Safety <ul style="list-style-type: none"> Good understanding of Health & Safety. 	√	
	Child Protection	√	

	<ul style="list-style-type: none"> • Good understanding and effective implementation of child protection procedures. 		
	Confidentiality/Data Protection <ul style="list-style-type: none"> • Understand procedures and legislation relating to confidentiality. 	√	
	CPD <ul style="list-style-type: none"> • Demonstrate a clear commitment to develop and learn in the role. • Ability to critically evaluate own performance. 	√ √	

Data protection

- Being aware of the Trust's responsibilities under the Data Protection Act 1984 and all subsequent legislation and/or regulations for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this.
- Maintaining client records and archive systems, in accordance with departmental procedure, policy and statutory requirements.

Confidentiality

You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the Trust's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Equalities

The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Safeguarding Children and Safer Recruitment

The Attain Academy Partnership Trust 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.

An ENHANCED DBS check is required for this post.

This Job Description is subject to annual review and alterations may be negotiated to reflect the changing needs of the school.