

## Head of School Job Description and Person Specification

### ISR: Leadership 10 - 14

#### JOB DESCRIPTION

This job description should be read alongside Part 7 - Contractual framework for teachers in the School Teachers' Pay and Conditions Document (STPCD) 2018.

The Executive Headteacher has overall accountability to the Governing Body for the performance of the schools in the Federation. The Head of School is responsible for supporting the Executive Headteacher in her/his role.

#### Purpose of the post

1. Take responsibility for the day-to-day leadership and management of the school where two year old children are educated alongside three and four year old children.
2. To carry out the professional duties of a Deputy Headteacher and Teacher as determined in Part 7 - Contractual framework for teachers para. 48 - Deputy headteachers and assistant headteachers in the School Teachers' Pay and Conditions Document (STPCD) 2018.
3. Undertake any professional duties of the Headteacher reasonably delegated by the Executive Headteacher.
4. In the absence of the Executive Headteacher, undertake, the professional duties of a Headteacher as set out in the STPCD 2018.
5. Be accountable to the Executive Headteacher, and through collaboration with the other Heads of School, support the Federation in providing the highest quality leadership and management at your home school to ensure:
  - the ethos, values, policies and procedures are shared and understood and acted upon by all staff, you will be an exemplar in upholding them and support other staff in this
  - every child receives an excellent quality of education and achieves the highest possible standards
  - the well-being of every family within our diverse communities
  - a welcoming and safe learning environment
  - the development of leadership capacity of all staff and succession planning.
6. Be accountable to the Governing Body through reporting to the Individual School Committee and reporting and participating in other governing body meetings when requested.

#### Leadership and management

1. Create an environment within which all staff are motivated and supported to develop their own skills and knowledge, and encouraged to support each other.
2. Collaborate with the Executive Headteacher to evaluate the school's performance, identify priorities for the School Improvement Plan and be responsible for writing the plan and achieving its priorities.
3. Carry out the duties of the:
  - Deputy Designated Safeguarding Lead including ensuring appropriate mandatory induction for new staff in safeguarding (as outlined in the Child Protection Policy)
  - Special Educational Needs Co-ordinator with support from other teachers in the school where required (see Appendix 1)
  - Looked After Child Co-ordinator, where required (see Appendix 2).
4. Collaborate with the Executive Headteacher and other Heads of Schools to lead on:

- effective procedures for the admission and take-up of places for the core provision, breakfast, after-school club and holiday provision
  - monitoring and evaluating the quality of teaching and learning through observation, giving effective feedback, analysing children's work, data and other evidence in order to raise standards and ensure progress in children's learning in line with the Early Years Foundation Stage (EYFS)
  - reviewing, developing and implementing policies and practice relating to teaching and learning
  - fully supporting new initiatives across the Federation and in your home school.
5. The Federation Business Manager has overall responsibility for Financial Management and Health and Safety of the schools in the Federation. The role of the Head of School is to support the Business Manager in her/his role.
- The Head of School is responsible for managing the budgets for EYFS resources, classroom staffing and supply, in accordance with priorities identified in the School Improvement Plan and to meet specific needs in your home school.
- The Head of School is responsible for reporting any Health and Safety concerns, ensuring immediate action is taken when necessary and working collaboratively to resolve issues.
6. Effectively support the professional development of named staff through performance management, appraisal and supervision procedures; addressing underperformance where necessary and planning for their continuous professional development. Plan for training days and staff meetings.
7. Co-ordinate and keep an overview of the organisation of the staff teams and to take responsibility for the day-to-day smooth running of the school. This includes organising timetables and co-ordinating arrangements for non-contact time, sickness and events.
8. Contribute to maintaining and strengthening the links between the Federated schools, the Local Authority, other local schools, children's centres, community groups, support agencies and other facilities within the community; attending evening and community events.
9. Facilitate visits by practitioners to and from other settings.
10. Maintain and establish effective organisational procedures in documentation and electronic systems in line with systems in the Federation.
11. Set a good example in terms of dress, punctuality and attendance.
12. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards children, families, governors, staff and members of the community.

### **Leading teaching and learning**

1. Plan opportunities to model excellent practice as a class teacher and lead staff to ensure high quality inclusive teaching and learning in the Early Years Foundation Stage. Striving to overcome barriers to learning for all children including those with Special Educational Needs and in line with the SEN Code of Practice.
2. Work effectively with outside agencies to support vulnerable children and families including following procedures for referral and assessment.
3. Ensure the learning environments:
  - are well organised, stimulating and attractive
  - promote children's well-being and autonomy
  - enable children to have rich learning experiences
  - promote children's spiritual, moral, social and cultural development.
4. Ensure highly effective procedures in observation, record keeping and assessment and analysis are in place and provide opportunities for children to develop their understanding of their own learning (metacognition). Use this information to act on any concerns about children's development and identify training needs for staff.

5. Lead the staff in planning a broad and balanced curriculum within the context of the EYFS; which responds to children's needs, interests and abilities in order to extend their knowledge, understanding and skills.
6. Lead the staff in developing and maintaining strong positive relationships with families to ensure children's well-being and good attendance. Work in partnership with parents to enhance children's learning by, for example, offering workshops and information.
7. Lead and plan for effective transitions for children and parents between home, other settings and on to primary school.
8. Ensure effective mentoring of all students including teachers.

**Data Protection** (where necessary please refer to Data Protection Act)

It is essential when working with computerised systems and anywhere that data is stored or shared that you are completely aware of their responsibilities at all times under the Data Protection Act 2018 for the security, accuracy, and significance of personal data held on such systems.

**Equal Opportunities**

Be responsible for promoting and taking appropriate action to ensure that equal opportunities are upheld regardless of race, gender, disability, sexuality, religion and belief, marital status, social background or age in line with both Lambeth Council and the Federation's policies.

**Health and Safety**

Employees are required to work in compliance with the School's Health and Safety policies and under the Health and Safety at Work Act 1974), ensuring the safety of all parties they come into contact, such as members of the public, in premises or sites controlled by the school.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training, instruction and supervision as necessary to accomplish those goals.

**Safeguarding**

To have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority.

## HEAD OF SCHOOL - PERSON SPECIFICATION

	Essential	Desirable
<b>Qualifications</b>		
Qualified teacher status.	yes	
Further relevant qualifications e.g. diploma, MA, NPQH, NPQICL.		yes
<b>Experience</b>		
Specialist Leader in Education, Advanced Skills Teacher or Lead Teacher in a Local Authority.		yes
Substantial sustained high quality inclusive teaching for at least 4 years across the Early Years Foundation Stage (EYFS) which is graded consistently good or better.	yes	
Successful leadership of a team including teachers, early years educators and/or teaching assistants, including mentoring students.	yes	
Planning and leading sessions for inservice training and staff meetings.	yes	
Maintaining a well organised, high quality learning environment promoting children's independence and which offers challenging learning experiences.	yes	
Developing a staff team through appraisal, supervision and modelling good practice to improve teaching and learning. Experience of observing, giving feedback and addressing underperformance with a senior member of staff.	yes	
Significant experience of leading lesson observations and providing high quality feedback to staff.		yes
Implementing new initiatives.	yes	
Involvement in self evaluation and school improvement planning.	yes	
Budget planning and management for educational resources.	yes	
Working with a range of people and organisations in the community, including inner-city multi ethnic communities.	yes	
Developing parents/carers knowledge of child development and learning through individual consultation and workshops.	yes	
Running workshops and training sessions.		yes
Staff recruitment.		yes
<b>Knowledge</b>		
Child development and how young children learn, including those with special educational needs and disabilities.	yes	
The SEND Code of Practice and multi-agency working.	yes	
Use of IT to support children's learning in all areas of the curriculum.	yes	
Good practice in the Early Years Foundation Stage including transitions.	yes	
The core purpose of Children's Centres.	yes	
The development of Early Years' Teaching Centres and Teaching Schools.		yes
<b>Skills</b>		
Excellent oral and written communication skills e.g. educational policies, procedures and information for a range of audiences.	yes	
Ability to think strategically, organise and complete plans in line with budgets and timeframes.	yes	
Co-ordinating staff team to ensure smooth-running of the nursery.	yes	
Using emotional intelligence to develop and maintain good relationships with people.	yes	
Comprehensive organisational skills including maintaining systems, including IT systems.	yes	

Developing your own and others' practice in line with changes in educational thinking, particularly in the early years.	yes	
Bring about effective change with the involvement and commitment of others.	yes	
Good observation, assessment, recording and planning to progress children's learning and development.	yes	
Use of IT to collate and analyse data.	yes	
IT skills to communicate by email, through written documents, tables, notices and photographs using a range of programs (for example, Google, Word, Outlook, Publisher, PowerPoint)	yes	
Use of Excel spreadsheets.		yes
<b>Attitudes</b>		
Commitment to the aims, core values and leadership values of the school and children's centre and integrated working.	yes	
Demonstrate enjoyment of working with children and adults.	yes	
Commitment to equal opportunities.	yes	
Approachable, fair and consistent.	yes	
Able to identify the need for strategic action and act determinedly when necessary demonstrating initiative and good problem-solving skills.	yes	
Strong desire to learn and grow professionally.	yes	
Positive attitude and independence in learning new IT skills.	yes	
Able to work effectively under pressure, maintaining a positive and enthusiastic approach.	yes	
Knowledge of, and experience in following safeguarding and child protection policies and procedures with confidence and sensitivity, maintaining appropriate confidentiality.	yes	

Name:

Signed:

Date: