



## Job details

<b>Schools:</b>	<b>LifeFull Schools comprising:</b> Princess Frederica (PF) St Thomas' (ST) and St Clement & St James (SCSJ) CE Primary Schools working in federation
<b>Salary scale:</b>	L15-19 (SCSJ/ST 1FE) L17-21 (Princess Frederica 2FE)
<b>Contract type:</b>	Full time and permanent
<b>Reporting to:</b>	Executive head teacher

## Main Purpose of Job

Reporting to the Executive Headteacher the postholder will provide effective operational leadership for LifeFull Schools securing success and continuous improvement, ensuring high quality education for all pupils and the highest standards of learning and achievement in accordance with statutory requirements. As a Church of England School, the Head of School will be required to uphold the Christian ethos and values within day-to-day working practices.

## Areas of accountability

To be met in accordance with the provisions of the School Teacher's Pay and Conditions Document and within the range of teachers' duties set out in that document, and the National Standards for Headteachers

### Shaping the Future:

In partnership with the Governing Body and Executive Headteacher, the Head of School will:

- Articulate and communicate a shared vision and translate the vision into clear objectives that promote and sustain school improvement
- Establish and implement a strategic plan
- Monitor and evaluate the effectiveness of the school
- Ensure that the school continually moves forward to the benefit of the pupils and wider community – have made this singular- one school not both
- Set up efficient and effective standard operating procedures that everyone understands
- Motivate and inspire stakeholders to create a strong culture of learning and belonging within an inclusive environment
- Be responsible for producing regular headteacher reports for the governing body

### Leading Learning and Teaching

It is an expectation of the governors that the postholder will:

- Set high expectations and challenging targets for all pupils, monitoring effectiveness, and evaluating outcomes;
- Ensure all staff within the school focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning;



- Establish creative, effective approaches to learning and teaching, responsive to the needs of the pupil community;
- Ensure a culture that supports and facilitates pupil engagement in, and ownership of, their own learning;
- Implement strategies to secure high standards of behaviour and attendance;
- Monitor, evaluate and review classroom practice and promote improvement strategies, challenging underperformance and ensuring corrective action
- Follow and model safeguarding procedures and policy.

### **Leading and Managing the Organisation**

- Working with the executive headteacher, governors and senior colleagues to recruit, induct and develop high quality staff in line with safer recruitment guidelines
- Be responsible for the performance management of staff;
- Managing, deploying and developing staff to secure the quality of education and pupils' achievement
- Managing and monitoring use of resources in order to secure the quality of education and pupils' achievement
- Ensuring best value deployment and use of human, financial and material resources
- Managing accommodation to ensure that it meets the needs of pupils, the curriculum and health and safety regulations
- Regularly evaluating the allocation of roles, responsibilities, finance, and resources to ensure these underpin the best possible learning environment and highest standards;
- Ensure that all staff understand the school's obligations with regard to health and safety.

### **Safeguarding**

- Take responsibility for ensuring that all staff understand and follow safeguarding policies;
- Ensure that all teaching and support staff are fully inducted in and made aware of the school safeguarding procedures;
- Be responsible for contributing to policies and procedures and ensure they are followed by all teaching and support staff;
- Ensure that the designated lead for CP is given the appropriate resources to carry out the duties of that role effectively.

### **Developing Self and Others**

In partnership with the Executive Headteacher, the Head of School enables staff to develop themselves and achieve high standards by:

- Building a collaborative learning culture within the school;
- Ensuring effective planning, coordination, support and evaluation and ensuring clear delegation of tasks and devolution of responsibilities;
- Developing and maintaining effective strategies and procedures for the induction, continuing professional development and performance review for all staff;
- Setting high expectations for all and addressing underperformance using the relevant process and procedures to do so;
- Acting as a role model for the highest professional standards;



- Regularly self-evaluating, setting personal targets and taking responsibility for own personal professional development so as to be well equipped to deal with the increasingly complex role of leadership of the school community;
- Ensuring self and all staff members achieve an appropriate work/life balance;
- Building effective professional working relationships with all staff so as to motivate them, bring out the best in them and enable them to carry out their respective roles effectively

### Securing Accountability

In partnership with the Executive Headteacher, the Head of School is accountable for the school and its work to a range of stakeholders, including pupils, parents and carers. The Head of School is accountable legally and contractually to the Governing Body. They exercise this accountability by:

- Using school self-evaluation processes, to report on both schools performance and continuing improvement to inform future school improvement planning;
- Providing information, advice and support to the governing body in meeting its responsibilities for effective teaching and learning, high standards of achievement, efficiency and good value for money;
- Keeping parents and pupils informed about the curriculum, pupil attainment, pupil achievement and progress with school improvement plan targets;
- Liaising, in the best interests of pupils with support services and other agencies.

### Strengthening Community

- Co-operate and work with relevant agencies and partners to ensure the well-being of all children;
- Ensure learning experiences for pupils are linked and integrated with the wider community, locally, nationally and globally;
- Build a school culture and a school curriculum that takes into account the richness and diversity of the schools' communities;
- Create and promote positive strategies for challenging all forms of prejudice and harassment;
- Promote the concept of lifelong learning and family engagement with learning through partnership;
- Manage effective relationships with all stakeholders and partners.

### Other

- Take responsibility for the performance management of all support staff
- Undertake such other duties as the executive headteacher from time to time may direct

*All members of staff are expected to take responsibility for their work, encourage and accept feedback from colleagues and line managers and respond to or adapt to change as required. We expect all members of staff to continue to learn and develop as professionals, attending relevant training to update knowledge and skills, enhancing qualifications and engaging in the performance management process.*

*Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks involved in this role. The post holder may be required to do other duties appropriate to the level of the role, as directed by the executive head teacher.*



## Person specification for head of school

Qualifications		evidence base
Qualified teacher status	Essential	check at interview
Evidence of further professional study and personal development relating to school leadership and management and curriculum/teaching and learning	Essential	Application form
National Professional Qualification for Headship (NPQSH)	Desirable	Application form
Higher Degree (e.g. Masters or MBA)	Desirable	Application form
Experience		
Effective senior leadership experience involving the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 at Deputy Headteacher, Head of School or Headteacher level	Essential	letter
Experience of monitoring and improving teaching and learning for all with measurable outcomes	Essential	letter interview
Experience of successfully leading a team, delegating effectively, and implementing and managing change	Essential	letter
Experience of reviewing and developing the curriculum to meet the needs of all children resulting in pupil achievement rising significantly	Essential	letter interview
Experience of leading professional development that has had a demonstrable positive impact on the quality of teaching	Essential	letter interview
Evidence of skills in performance management	Essential	letter
Experience of setting, monitoring, and managing budgets successfully, achieving excellent value for money	Desirable	letter
Experience of a positive Ofsted inspection outcome	Desirable	letter
Experience of working in partnership with stakeholders and the wider community to achieve strategic objectives	Essential	letter interview
Leadership and Management		
Implementing strategic priorities and development plans	Essential	Letter
Leading change by inspiring and empowering individuals to achieve high performance	Essential	Letter
The ability to use pupil performance data for effective school self-evaluation	Essential	interview
The ability to embed effective processes and systems	Essential	Letter
Experience of recruiting, deploying, and developing effective staff	Essential	Letter
Teaching and Learning		
Up-to-date knowledge of educational pedagogy and national developments in teaching, learning and assessment	Essential	interview
Understands the factors that create barriers to learning and employs effective strategies to overcome them	Essential	interview
Strong knowledge of the Early Years, Key Stage 1 and Key Stage 2 curriculum, with a commitment to a broad, rich and inspiring curriculum across all Key Stages	Essential	letter interview
Strong understanding of working with pupils with a range of SEND	Desirable	letter
Personal Attributes and Skills		
Demonstrates a high standard of interpersonal, <b>communication</b> and presentation skills	Essential	Interview
Ability to work closely <b>in partnership</b> with and inspire staff, parents, governors and other members of the school community; <b>uniting people</b> around shared goals	Essential	letter interview
Ability to <b>influence</b> and convince others; adapting their approach to the audience in order to achieve the desired impact	Essential	interview
Fosters an open and <b>fair</b> culture; is sensitive and manages conflict effectively	Essential	interview



<u>Ability to deal</u> effectively with <b>pressure</b> ; remains calm, optimistic, persistent and resilient, even in the face of adversity and recovers from setbacks	Essential	interview
Achievement orientated; possesses <b>high expectations</b> and the <b>personal integrity</b> to relentlessly challenge the status quo and get things done	Essential	letter interview
<b>Externally orientated</b> ; finds best practice from research and models of excellence	Essential	Letter
Self-motivated with high levels of <b>organisational</b> skills and the ability to prioritise workload effectively	Essential	interview
<b>Takes initiative</b> ; able to think creatively, <b>solve problems</b> and make decisions based on sound judgement; responding to data rather than own or others' emotions.	Essential	interview
Able to <b>listen</b> to others picking up on their thoughts and feelings and to reflect on the reasons <b>why</b> others behave as they do	Essential	interview
Has confidence and <b>authority</b>	Essential	interview
Is able to strategically <b>delegate</b>	Essential	letter interview
Has an urgent and compelling <b>motivation</b> to improve opportunities for children in terms of their progress and overall development	Essential	letter interview
<b>Commitment</b>		
Is committed to <u>articulating and</u> leading the development of a distinctive Church school ethos based on Christian vision and values	Essential	Letter interview
Commitment to inclusive leadership and championing the needs of all children; respecting equality and diversity	Essential	letter
Commitment to the highest possible standards in safeguarding; knowledge of safeguarding legislation and best practice	Essential	interview
Personal commitment to a Christian worldview and way of life through being a role model for the fruits of the Spirit and demonstrating characteristics such as dignity, compassion, forgiveness, and reconciliation	Desirable	letter
<b>Other criteria of great importance to this school</b>		
An understanding of the importance of church school within the context of the life of the Church and the wider community	Essential	letter
The ability to lead the spiritual development of all the school community including collective worship	Desirable	letter
A practising Christian* in sympathy with the Anglican foundation of the school	Desirable	letter
Knowledge and understanding of the roles and responsibilities of senior school leaders and governance in a Voluntary Aided school	Desirable	letter
Knowledge and experience of SIAMS (Statutory inspection of Anglican/Methodist Schools) inspection process	Desirable	letter

[\*we define 'practising Christian' as someone who is a faithful and regular communicant member of the Church of England or a church in communion with the Church of England or a faithful and regular worshipper at a church which is a full or associated member of Churches Together in Britain and Ireland, a member of the Evangelical Alliance, a member of the Fellowship of Independent Evangelical Churches, belongs to Affinity or the World Council of Church and 'faithful]