

Hampton Primary Partnership

“A partnership where all children have the opportunity to reach excellence”



Head of School

Job and Person Specification

Reporting to: Hampton Primary Partnership Executive Head

Salary range: Leadership Pay Spine L16 - L21

Location: Based at Hampton Infant School and Nursery but employed by the federation

Report to: Executive Headteacher

JOB DESCRIPTION AND RESPONSIBILITIES

Statutory requirements

- Fulfil all the requirements and duties set out in the School Teachers' Pay and Conditions Document
- Achieve any performance criteria, objectives or targets agreed with or set by the Federation in accordance with the requirements set out in the School Teachers' Pay and Conditions Document
- Understand fully the current legal requirements, national and local policies and guidance on safeguarding and the promotion of the wellbeing of children, and ensure that all requirements are met

Key Responsibilities

- All responsibilities are as directed by the Executive Headteacher
- The Head of School fulfils all the responsibilities and duties of the designated safeguarding lead (DSL)
- The Head of School leads and manages the school on a day-to-day basis, internal organisation, management and control of the school and is the first point of contact for all stakeholders and for external agencies in matters relating to the safeguarding
- Work with the Executive Headteacher, senior leaders and Governing Body to provide an environment in which all staff and children are enabled to achieve success
- Ensure the vision and ethos of HPP is clearly articulated, shared and implemented in all areas of school life through agreed objectives and operational plans

Vision, direction and development

- To support the Executive Headteacher in developing both strategic and operational plans for securing the vision, direction values and priorities of the Federation

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- To work with the Executive Headteacher and governors to ensure the vision is clearly articulated, shared, understood and acted upon by all
- To manage and deliver actions in the School Development Plan that have clear targets and outcomes that allows the school to achieve outstanding standards of teaching and learning, behaviour and attainment
- Support the Executive Headteacher in ensuring all school policies are regularly reviewed and updated and that staff and governors are involved in this process
- Support the Executive Headteacher to ensure that all statutory requirements are published on the school website, including the school aims, values, standards, SEND information and statements relating to pupil premium and sports premium expenditure

Leading Teaching and Learning

- Work with senior leaders, staff and Governors to ensure a continuous and consistent school-wide evaluation on pupils' progress and attainment, using data and benchmarks to monitor progress
- Ensure learning is at the heart of strategic planning and resource management and that priority is given to high quality teaching and learning across the school
- Ensure that statutory requirements for the National Curriculum are met by working with leaders, and that all children are enabled to access a broad, balanced, inspiring and relevant curriculum
- Work with the Executive Headteacher to create a culture and ethos of challenge and support where children can achieve success, have appropriate challenge and become engaged in their own learning
- Ensure all children have access to an outstanding education regardless of background, ability or SEND
- Establish creative, responsive and effective approaches to learning, teaching and the curriculum whilst capitalising on local and national initiatives
- Monitor, evaluate and review school practice and lead on implementation of evidence based improvement strategies
- Tackle underperformance at all levels
- Work with the Executive Headteacher to monitor, evaluate and review the quality of assessment, teaching and learning and the progress/attainment of all students throughout the School
- Maintain a consistent and continuous focus on children's progress and attainment making sure that assessment for learning is good throughout the school and that all teaching staff use data effectively
- Monitor children's behaviour and implement effective policies for ensuring the children's behaviour is appropriate and supportive to their own learning and the learning of others.
- Implement strategies that maintain high standards of attendance
- Promote positive strategies for challenging racial and other prejudices
- Act as a role model to pupils and strive to inspire a love of learning in all

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Leading and Managing Staff

- Work with the Executive Headteacher in the recruitment and selection of high quality teaching and support staff and ensure succession planning strategies are in place
- In support of the Executive Headteacher, act as Line Manager to delegated staff and assume responsibility for all aspects of their performance review and professional development
- Work with the Inclusion Leader to ensure that all pupils needs are identified and met
- Plan and implement high quality CPD for staff
- Motivate and support staff by identifying and addressing areas of development and building on their strengths to support school succession planning
- Support the Executive Headteacher and Governors in creating and maintaining good working relationships amongst all members of HPP
- Ensure all staff carry out their professional duties in accordance with their job description and with national guidance and regulations
- Develop and strengthen leadership, including middle leadership, across the school
- Support and challenge the leadership team to ensure sustained improvement in standards
- Committed to the development of strong teams through coaching and mentoring
- Lead and maintain a culture of high expectations for self and others whilst promoting high standards of courtesy and mutual respect amongst all members of the school community
- Regularly lead whole school assemblies
- Deputise for the Executive Headteacher at whole school events/meetings when required to do so
- Regularly review own practice, set personal targets and take responsibility for own development

Efficient use of resources

- Work with the Executive Headteacher and the Governing Body on using the school budget to deliver a quality education and to meet the objectives of the school
- Manage and organise the day-to-day use of the building and grounds so that it meets the needs of the curriculum
- Support the Executive Headteacher in securing additional and sufficient resources for the school
- Work with the Executive Headteacher on the development of the school's staffing structure to ensure they are fit for purpose and facilitate continuous improvement

Accountability

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- Work with the Executive Headteacher to ensure that all adult users of the school and site are aware of and adopt safe practices and that all activities comply with current legislative requirements
- Be responsible for safeguarding and welfare of every individual child and all safeguarding procedures are understood and adhered to at all times
- Individual staff understand the areas they are accountable for and these are clearly defined, and agreed
- Work with the Executive Headteacher to provide the school staff and governors performance data to support school improvement and raise levels of achievement
- Work with the Executive Headteacher to ensure the school is Ofsted ready at all times with updated school improvement plans and evidence to support judgements
- Provide on-going challenge and support of all staff to drive improvement strategies which are mapped out, actioned and followed up
- Provide timely information to the Executive Headteacher and Governing Body based on a well- grounded and practical knowledge of the school on a day-to-day basis
- Keep parents informed about their child's attainment and progress whilst outlining how they can contribute to supporting their child's learning

Partnership

- Work to secure high levels of parental engagement
- Develop and encourage good relations between the schools within HPP, whilst working collaboratively and drawing upon the strengths and expertise of both groups of staff and governors
- Develop and encourage a good working relationship between the school and the PTA
- Develop and encourage mutually supportive working relationships with relevant agencies to ensure pupil and community needs are met
- Undertaking further responsibilities as may be required by the Executive Headteacher and/or governing body

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PERSON SPECIFICATION

The Person Specification is an important part of the recruitment process. It should be read carefully as it will form the basis of shortlisting and selection assessment. The successful applicant must demonstrate each of the following criteria.

CRITERIA	ESSENTIAL	DESIRABLE
EDUCATION & QUALIFICATIONS	<ul style="list-style-type: none"> • Qualified teacher status • Evidence of sustained, continuous professional development, preferably in more than one school • Early Years and KS1 experience 	<ul style="list-style-type: none"> • Successful completion of NCSL (or similar) courses eg: Leading from the Middle or Leadership Pathways
STRATEGIC DIRECTION & DEVELOPMENT OF THE SCHOOL	<ul style="list-style-type: none"> • Successful proven experience of leadership as a Deputy Headteacher • Experience of leading and managing the creation and implementation of a strategic plan, identifying priorities and targets • A sound understanding of recent developments in education practice, assessment, performance appraisal and OFSTED inspections • Experience of using school data to establish benchmarks, set targets and evaluate for improvement • Experience of working with governors to support the strategic development of the school • Demonstrate strategies for raising achievement and achieving excellence • Resilient and motivated to lead the school through day to day challenges 	<ul style="list-style-type: none"> • Designated (or Deputy) Senior Person for Child Protection
LEADERSHIP & MANAGEMENT	<ul style="list-style-type: none"> • An exemplary role model with a proven track record of developing others • Able to contribute to and maintain a clear vision and direction for the school whilst leading others • Ability to inspire, lead, delegate and motivate staff and pupils • Ability to build and lead an effective team and to hold people to account for their role within the team • Significant experience of effectively managing staff performance and supporting professional development • Experience of leading a significant number of whole school initiatives resulting in improved outcomes for all 	<ul style="list-style-type: none"> • Experience and ability as a mentor and coach of others • Experience of working/liasing with outside agencies

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CRITERIA	ESSENTIAL	DESIRABLE
TEACHING & LEARNING	<ul style="list-style-type: none"> ● Successful proven experience of developing, implementing and improving inclusive practice across the school ● Successful proven experience of leading, developing, implementing and monitoring whole school policy for all areas of a core subject or for inclusion ● Sustained outstanding teaching practice across the relevant key stages within that school who can lead by example 	<ul style="list-style-type: none"> ● Outstanding teaching practice across all primary key stages
PERSONAL ATTRIBUTES, COMMUNICATION & INTERPERSONAL SKILLS	<ul style="list-style-type: none"> ● Shows initiative, imagination, creativity, positive approach and resilience ● Is passionate about teaching and learning and able to motivate others ● Is approachable but able to set appropriate boundaries ● Communicates effectively and listens to and responds to others ● Ability to embrace new technologies ● Has a positive outlook and the ability to manage stressful situations calmly and sensitively ● Demonstrates the confidence to act on their initiative ● Is innovative, flexible, creative and open to change and new ideas ● Demonstrates the ability to build, maintain and develop effective relationships with pupils, staff and governor ● Has a commitment to develop positive and reciprocal relationships with parents/carers so that they are partners in their child's learning ● Willing to contribute to the full life of the school 	