

Job Title: Head of School at Kettlebrook Short Stay School

[KSSS is a part of the East Staffordshire & Tamworth PRUs Federation with Burton PRU]

Location: Tamworth

Accountable to: Executive Headteacher

Effective date of JD: start date of candidate

Salary: Leadership Scale 15 - 19

Job purpose: The Head of School (HoS) will have overall accountability within Kettlebrook Short Stay School (KSSS) for the organisation, operational day-to-day management and conduct of the school in accordance with the Legislation relating to education and schools, locally agreed policies and procedures and the Staffordshire County Council in consultation with the Executive Headteacher (EHT). The Head of School will work with the Executive Headteacher, staff, parents/carers, Governors of the Management Committee (MC) and the Local Authority (LA), as appropriate, to maintain and, where necessary to improve provision and outcomes for students across the Federation of schools. Ensuring equality, safety and mutual respect will be central to the aims and ethos of the school and these should be reflected in all aspects of the Head of School's work. The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. This job description can be amended at any time when considering the needs of the school and as a result of discussion between the Executive Headteacher and Head of School and will be reviewed annually.

The responsibilities of the Head of School will include:

1. Shaping the future: direction and development of Kettlebrook Short Stay School.

- Work closely with the Executive Headteacher (EHT) in developing the strategic view for the school and its communities and in formulating the school improvement plan. Work with and through the respective senior leaders and governors in order to effect sustainable school improvement and efficient management of school resources.
- Work with the EHT to create a shared ethos within the proposed Federation, whilst recognising, developing and celebrating the school's individual identity.
- Plan for the school's future needs and further develop and monitor the plans already in place; this will include supporting the EHT in all future federation matters.

Provide school leadership to create an ethos and provide educational vision and direction for the school which rapidly secures:

- a) effective teaching, successful learning and achievement by all students;
- b) sustained improvement in students' spiritual, moral, cultural, mental and physical development, preparing them for the opportunities and experiences of adult life.

Implement the Federation's shared strategic plan for school improvement, underpinned by sound financial management, which:

- a) identifies priorities and targets for ensuring that pupils achieve high standards and make progress;
- b) increases staff effectiveness and secures school improvement.

Working closely with the EHT to ensure that all those involved in the school are:

- Committed to the individual school's aims, within the overarching vision of the Federation.
- Motivated to achieve the Federation's aims and involved in meeting long, medium and short term objectives and targets which secure the educational success of the school.
- Challenge any identified underperformance and ensure effective corrective action and follow up.
- Ensure that the management, finance, organisation and administration of the school support its vision and aims.
- Ensure that self-review leads to regular review of the evaluation of provision and outcomes for students.
- Ensure the implementation of the statutory framework for staff appraisal, including those within the senior leadership team.
- Ensure that policies and practices take account of national, local and school data and inspection and research findings.
- Monitor, evaluate and review the effects of the school's policies, priorities and targets and take action if necessary.
- Ensure that the school operates within the safeguarding framework and associated statutory responsibilities.
- Ensure that the school operates within the Health & Safety framework that the LA requires.

2. Teaching and learning

- Create and maintain an effective partnership with parents/carers to support and improve students' achievement and personal development.
- Work within the Code of Practice relating to Special Educational Needs standards and quality assurance.
- Work with the EHT to secure and sustain effective teaching and learning throughout the school.
- Use benchmarks and set targets for improvement.

- Create and maintain environments which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline.
- Determine, organise and implement the curriculum and its assessment; monitoring and evaluating them in order to identify and act on areas for improvement.
- Ensure the effective teaching of literacy and numeracy across the school.
- Work with the EHT to monitor and evaluate the quality of teaching and standards of learning and achievement of all students, in order to set and meet challenging, realistic targets for improvement.
- As and when required undertake teaching commitment, develop a classroom environment and teaching practice providing a professional model, clearly demonstrating effective teaching, classroom organisation and display and promoting high standards of achievement, behaviour and discipline.

3. Developing self and working with others

- Maximise the contribution of staff to improving the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils.
- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring that there is clear delegation of tasks and devolution of responsibilities.
- Support the EHT to implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to students' achievement.
- Motivate and enable all classroom staff - teachers, including senior leaders, subject leaders, special educational needs co-ordinators and support staff to develop expertise in their respective roles through high-quality continuing professional development.
- Work with the EHT to ensure strong succession-planning, including a commitment to grow future leaders.
- Sustain motivation of self and other staff.
- Ensure that professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers, in line with teaching standards (2012) and those detailed within the LA's single status agreement.
- HoS to be the Designated Safeguarding Lead, leading the Safeguarding Team of staff.

4. Managing the organisation

- Work closely with the EHT & MC to recruit and retain staff of the highest quality.
- Work with the EHT and senior leaders to deploy all staff effectively, in order to improve the quality of education provided.

- Assisting the EHT in producing and implementing clear, evidence-based improvement plans and practice for the development of the school and the facilities as a centre of excellence.
- Collaborate with other agencies to ensure student and community needs are met.
- Work with the EHT in setting and overseeing appropriate priorities for expenditure, allocating funds and ensuring effective administration and control.
- Manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Manage, monitor and review the range, quality, quantity and use of all available school resources in order to improve the quality of education, improve students' achievements, ensure efficiency and secure value for money.

5. Securing accountability

- To take responsibility for the overall day-to-day management of the school.
- Provide information, objective advice and support to the EHT to enable responsibilities for securing effective teaching and learning, improved standards of achievement, efficiency and value for money are met.
- Work with the EHT to develop a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including MC governors, the LA, the DIP/SEND hub, OFSTED and others, to enable them to play their part effectively.
- Create and develop an ethos and culture in which all staff recognise that they are accountable for the success of the school. Celebrating success and addressing areas of concern with the EHT.
- Ensure that students and parents are well-informed about the curriculum, attainment and progress and about the contribution they can make to achieve their targets for success.
- Work with the EHT in ensuring all areas for which they are accountable to parents, carers and students are fulfilled.
- Provide leadership to facilitate cross-school working to enhance student outcomes.
- Promote and demonstrate a commitment to safeguarding and promoting the welfare of all students and young people.
- To keep up-to-date with relevant legislation and guidance and follow the child protection procedures adopted by the LA and the Federation.

6. Strengthening the community

- To develop our school, which continues to promote equality and diversity.
- Continue to build our school culture and curriculum which takes into account the richness and diversity of its community and District.
- Work with the EHT in linking and sharing Federation resources, both human and physical, increasing the opportunity to offer cost effective support.

- Facilitate the access for parents and carers, external professionals, businesses or other organisations into the schools to enrich the schools and promote their value to the wider community.
- Fully co-operate and work with relevant agencies to protect children and staff.
- Fully collaborate with other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of students and their families.
- Work closely with the EHT to write termly KPI & the Self-Evaluation Form (SEF) for the school, ensuring that it is accessible, data driven and clearly demonstrates the impact of the provision on outcomes for the students.

7. Other

- Act as a “critical friend” and provide effective professional challenge and support to the Executive Headteacher.
- Take on additional responsibilities as agreed with EHT and HOS that ensure the development of KSSS.

The postholder may be expected to carry out work that is not specified in this job profile but which is within the remit of the duties and responsibilities of the role as directed by the Executive Headteacher.

PERSON SPECIFICATION

Experience and skills **E = Essential** **D = Desirable** **A = Application** **I = Interview** **R = Reference**

Characteristic	E / D	A / I / R
Experience and qualifications		
Good honours degree in a relevant subject area	E	A / I
Qualified Teacher Status	E	A / I / R
Evidence of outstanding classroom practice	E	A / I / R
Experience in at least two schools & on other SLT's	D	A
Positive impact on staff, students, parent/carers at senior leadership level	E	R
Evidence of significant whole-school responsibilities in both curriculum and pastoral aspects that have secured positive outcomes for all students	E	A / I
Shaping the future – strategic direction		
An excellent knowledge and understanding of current educational issues, national policies, legislation and priorities	E	A / I
Skillful and engaging leadership with political nous for maintaining effective working relationships with parents, governors and other stakeholders	E	A / I
Experience of successfully leading and managing change and inspiring others	E	A / I
Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance	E	A / I
Commitment to the ethos of the school as a Flagship School of inclusion.	E	A / I / R
Shaping the future – operational & strategic direction		
Ability to inspire, demonstrate and support the highest expectations and standards for all	E	A / I / R
Strong knowledge and understanding of curriculum change	E	A / I
Evidence of ability to raise standards of attainment, progress and quality of teaching	E	A / I / R
Developing self and working with others		
Capability to make decisions and delegate appropriately	E	A / I / R
Commitment to the professional development of staff	D	I
Evidence of recent and relevant own professional development	D	A / I

Characteristic	E / D	A I R
Managing the organisation		
Experience of implementing the principles of school self-evaluation	D	I
Ability to implement strategic development plans and policies	D	I
Experience of building and managing high performing teams	D	I
Experience of working with a range of stakeholders	D	I
Securing accountability		
Experience of developing an ethos which enables everyone to work collaboratively, share knowledge, understanding and good practice and accept responsibility for outcomes	D	A / I / R
Experience of holding staff to account for professional performance and standards by a process of review and evaluation	E	A / I / R
Experience of setting appropriate and challenging targets and measurement criteria	D	
Strengthening community		
Experience of promoting community link	D	I
Evidence of building effective links and partnerships with parents	E	A / I
Evidence of active promotion of student's academic, spiritual, moral, social, emotional and cultural wellbeing.	D	A I
Sensitivity to the needs of diverse school community.	E	I
Ability to safeguard and promote the welfare of children and young people.	E	A / I / R
Experience of business links, working with other agencies.	D	I
Personal Qualities		
Strong organisation and time management skills and the ability to priorities effectively.	E	I
Approachable & have strong interpersonal, written and oral communication skills.	E	A / I
Ability to work effectively, calmly under pressure and being impartial to staffing issues while addressing them.	E	I
Evidence of good relationships with children and young people.	E	A / I / R
Adaptable and flexible with excellent inter- personal skills, stamina and resistance.	E	I
Possess integrity, personal credibility and gravitas which inspire commitment, enthusiasm and confidence	E	I / R
Ability to lead by example	E	I / R
Possess and use emotional intelligence in each circumstance / event.	E	A / I / R
An instruction to see the best in other and understanding commitment to students and colleagues potential.	E	A / I / R
A commitment to the schools & Federation's mission values and vision.	E	A / I

OTHER:

- This post is subject to an enhanced DBS disclosure & positive vetting
- Two Good references
- The post holder must be committed to safeguarding the welfare of children.

Signatures:

Job Holder:

Date:

Executive Headteacher:

Date: