

# **Bramham Shadwell Federation**



**Bramham Primary School  
Shadwell Primary School**

## **Job Description: Head of School**

**Date:** September 2022

**Person responsible:** Sarah Richards, Executive Head Teacher

The following job description relates directly to the role of Head of School within the Bramham Shadwell Federation. The job description for Teachers is also relevant: it is important that Head of School can perform at the levels set out in this document.

The role and responsibility of Head of School, varies within each school to reflect the needs of the entire Federation:

<b>Shadwell Primary Head of School</b>	<b>Bramham Primary Head of School</b>
Curriculum, Data Pupil Premium / DSL	Safeguarding and Federation Lead DSL Pupil Premium

### **1. Purpose of the job**

- To be accountable for the vision and ethos of the school in achieving and embedding 'Excellence for All'
- To ensure that the school is managed and effectively organised on a day to day basis
- To help to ensure the school is led effectively at a strategic level
- To facilitate and promote teaching and learning which enables pupils to achieve high standards
- To share and support the corporate responsibility for the well-being, education and discipline of all pupils
- To promote the Federation as being a happy and healthy place to learn and work, for all stakeholders and to collaborate with outstanding practice between both schools

### **2. Consultation and Communication**

In carrying out these duties, to consult, where appropriate, with the relevant senior manager, the staff in school, parents and carers, pupils and the wider community.

### **3. In Relation to the Statutory Requirements**

The appointment is subject to the current conditions of employment for class teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and class teachers and other current legislation.

### **Areas of responsibility and key tasks:**

#### **A. Pupils' Personal Development, Behaviour and Welfare:**

Be the Designated Safeguarding Lead for the school, and be prepared to offer support and advice across the Federation schools as appropriate.

Be the Designated Teacher responsible for Children who are Looked After for the school, and be prepared to offer support and advice across the federation schools as appropriate.

Contribute to ensuring high standards of pupils' personal development, behaviour and welfare, including by:

- taking an active role in relationships and behaviour management, insisting on a strict and consistent approach to the Positive Behaviour Policy
- promoting all aspects of pupils' welfare so that pupils are safe and feel safe at all times and that they understand how to keep themselves and others safe in different situations and settings
- challenging stereotypes and the use of derogatory language

- keeping a careful, well-organised record of serious incidents, logging on Provision Map with clarity, including hate incidents and reporting to the local Authority as appropriate
- organising and working alongside other staff to ensure lunchtimes and break times are calm and orderly
- acting as a role model to pupils and to staff, so they may also act as role models, for positive attitudes and respectful relationships
- promoting a healthy lifestyle, in line with the school mission statement
- promoting pupils spiritual, moral, social and cultural development and lead assemblies to the whole school which promote this
- working closely with colleagues and families to ensure at attendance above 95% and punctuality
- having an overview of risk assessments and educational visits (including Evolve)
- supporting the work of safeguarding staff

## **B. Teaching and Learning:**

### **Contribute to ensuring high standards of teaching and learning, including by monitoring (see B1, below) and addressing (see B2 below) teaching and learning in ensuring:**

- Quality CPD for staff - teachers' subject knowledge: this should be at least good, in particular the core subjects and skills of Reading, Writing and Maths
- High quality planning: including the promotion of partnership planning and support from subject leaders and Senior Leaders
- Efficient productivity: time in lessons is used productively and in a way which demonstrates high expectations
- Informative assessment: formative and summative assessment, including questioning, is used skillfully to identify misconceptions and progress is made
- Efficient and effective feedback: all feedback and marking to pupils is in line with the Marking Policy
- Prioritising SEND and additional needs: working alongside the Executive SENDCo to ensure every child's needs are met to make good progress
- Useful homework is set: in line with Homework Policy and good standards are promoted
- Effective communication: parents/carers are informed about progress and how to support at home
- Significant consideration of Pupil Premium: working alongside the Executive Head Teacher, oversee the investment, provision and outcomes
- working alongside the Senior Leadership Team, carry out assessment data collection and analysis

## **B1. Monitoring:**

### **Carry out and ensure other leaders carry out planned monitoring activities, including:**

- **compliance checks** to ensure staff are following key policies, in particular presentation and marking and some aspects of other policies, in particular those relating to Reading, Writing and Maths
- evaluations of provision and pupil outcomes, in particular **learning walks, lesson observations, book scrutinies and pupil learning conversations, triangulation, deep dives** (and any appropriate combination of the above)

## **B2. Performance Management:**

Carry out and ensure others carry out planned Performance Management procedures, including:

- With the Executive Head Teacher, setting targets for and reviewing performance of an agreed proportion of teachers
- Ensuring effective Performance Management is carried out and planned between teachers and their support staff and consideration of outcomes is shared appropriately
- Any appropriate and reasonable actions to meet the performance needs of staff, both individually and collectively; this includes contributing to capability procedures

## **C. Management of the School and its Provision:**

**Lead day-to-day management of the school, including activities with and communications to various key stakeholders (see below, C1-C4) and the day-to-day running and management of school and its activities (see below, C5-C6).**

### **C1. Parents/Carers:**

Ensure effective communication to parents/carers by:

- acting as a point of contact for parents (alongside teachers and middle leaders), responding to questions, comments, concerns and complaints at an early stage (*note: emails to parents should not be responded to at weekends or in the holiday*)
- organising (and leading as appropriate) meetings and workshops for parents/carers to engage and support learning, including parent-teacher consultations
- Sharing a wider information base via **Twitter** – sending regular (ideally at least two every week) posts and the **School Website** – in liaison with the Assistant Business Manager
- proof-read school-specific letters
- liaison with FOSS / FOBS, or ensure effective delegation to another

## **C2. Staff and Human Resource Management:**

Ensure staff management on a day-to-day level, including:

- alongside middle leaders, act as a first point of contact for staff on general issues (note: there is no requirement or encouragement to respond to communications from colleagues at unreasonable hours, excluding those related to staff absence)
- manage staff absence: take calls, ensure cover/supply, communicate to other staff, conduct return to work interviews and, alongside the Executive Head Teacher, oversee any staff attendance issues (with accompanying record keeping)
- maintain working partnerships and cohesion with all staff members

## **C3. Governors:**

Alongside the Executive Head Teacher, facilitate effective Governance in Bramham Shadwell Federation by:

- providing governors with any relevant, appropriate information they require
- attending any relevant, appropriate meetings
- enabling governors to visit school for any relevant, appropriate visit eg to monitor/fact-find

## **C4. Other Stakeholders:**

Liaise productively/helpfully with other stakeholders as and when appropriate and reasonable, including:

- communicating with educational individuals and agencies
- appropriate individuals and organisations in the local community and in promoting visitors in line with the curriculum and assembly programme

## **C5. Logistics:**

Effectively manage the day-to-day running of the school in the light of the other roles and responsibilities set out here, such as organising meetings with parents, governors etc. in particular,

- oversee timetables: assemblies/collective worship; PE/hall; playground duties and any other key timetable
- lead weekly diary meetings
- in liaison with Head of School colleague, have overview of dates and diary to avoid clashes and workload pressures, and to ensure reminders and deadlines are met.

## **C6. Physical Environment:**

Ensure the school environment is smart, well-organised and safe, including:

- learning walls: learning-focused, current
- displays: attractive, current
- storage: organised well, no excessive 'hoarding'
- security: be prepared and able to lock up occasionally

## **D. Working with the Senior Leadership Team to Evaluate, Review and Develop:**

- Federation policies
- School Development plan
- Whole School Surveys and Questionnaires
- School Self Evaluation

## **E. Delegated function and Responsibility:**

- Accountable for the effective day to day leadership, management and internal organisation of the school.
- Effectively complete the requirements for performance management of staff.
- Coach, mentor and motivate staff to build a culture of high commitment, standards and drive for success.
- Liaise with the Executive Head Teacher and Governors in the recruitment and selection of teaching and support staff.
- Support the Executive Head Teacher and Governors in creating and maintaining good working relationships amongst all members of the school community.
- Work with the Executive Head Teacher to manage the school's delegated budget in line with the school's financial procedure, school improvement plan and strategic vision.
- Work with the Executive Head Teacher in the effective and efficient use of existing resources, and the securing of additional resources, for the Federation.

## **F. Additional Federation Leadership Responsibility (curriculum / safeguarding):**

For the Heads of School at Bramham Primary and Shadwell, there is an additional leadership responsibility, which is open to some negotiation and in consideration of the post-holder's skills and preferences. Leading on the aspect includes a Federation overview of:

- writing relevant, specific policies
- monitoring and evaluating the provision, the procedures and practices in place
- providing ongoing support, guidance and direction where needed

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This Job Description should be read alongside the range of professional duties of teachers as set out in the School Teachers' Pay and Conditions Document, Teachers' Standards and other relevant documents. The postholder will be expected to undertake duties in line with the Teachers' Standards for qualified teachers and uphold these standards. This job description may be amended following discussion with the Executive Head Teacher.

Whilst every endeavour has been made to outline the main duties and responsibilities of the post within this Job description, a document such as this does not permit every item to be specified in detail. This job description is not a definitive list of responsibilities but identifies the key components of the role. The post holder will, therefore, be required to undertake other reasonable duties commensurate with the purpose and salary level of this post.

Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform, and these will be taken into account when the post is reviewed.

Bramham Shadwell Federation is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the School's Services. In this way, Bramham Shadwell Federation is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**The Bramham Shadwell Federation is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment. All posts are subject to an Enhanced Disclosure Barring Service check with Barred List check and two satisfactory references.**