

Bath & Wells Multi Academy Trust	
Job Title:	Head of School
Reports To:	Executive Headteacher



Job Purpose

The core purpose of the Head of School is to provide high quality professional leadership and management for the school, in consultation with the Executive Headteacher.

With the Executive Headteacher, Local Governing Committee and the Trust Leadership Team, the Head of School contributes to and proactively supports the vision, leadership and direction for the school and ensures that they are managed and organised to meet their aims and targets. In collaboration with the Executive Headteacher, the Head of School also seeks to secure the commitment of the wider community to the school by developing and maintaining appropriate networks and relationships and, in particular, those that promote the Christian ethos of the schools.

The Head of School is accountable to the Executive Headteacher, Local Governing Committee and the Trust Directors for ensuring the educational success of the schools within the overall framework of the BWMAT strategic plan as well as the strategic plans across the schools. They are responsible for the quality of teaching and learning, the internal organisation, management of the school and for leading and managing staff. They should create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all in all areas of the school and the work of the wider organisation.

Main Responsibilities and Duties

The Head of School shall carry out their professional duties in accordance with the most up to date School Teachers' Pay and Conditions Document (STPCD), National Standards of Excellence for Headteachers and the Financial and Human Resource policies and procedures of the Bath & Wells Multi Academy Trust (hereafter referred to as the Trust).

The following duties are to be carried out in consultation with as appropriate, the Executive Headteacher, Local Governing Committee, the Trust's Committee of Directors, The Trust's Central Senior Leadership Team and Central Team, the Diocese of Bath and Wells Officers, the staff and parents.

You will be the DSL for the school and will have the legal responsibility for dealing with the Safeguarding issues as described in the main duties and responsibilities.

Strategic Direction and Development

- Contribute to the development of a strategic view for the school within their Church community, identifying and determining the philosophy, overall aims and targets of the school.
- Contribute to and develop a strategic plan for the school, which is underpinned by sound financial planning and management, identifies priorities and targets aimed at raising achievement and is critical to sustaining school improvement.
- Consult, develop, implement, monitor, review and evaluate policies for the delivery of the overall aims and objectives, ensuring these take account of national and global trends, local and school data, and inspection and research findings.
- Lead and support an ethos which provides a collaborative educational vision of excellence and direction which secures effective teaching and successful learning and achievement for pupils including sustained improvement in their spiritual, moral, cultural, mental and physical development.
- Ensure the commitment of all those involved in the school to the vision, aims and objectives.
- Ensure that the management and organisation of the school supports the vision, aims and objectives.

Learning and Teaching

- In accordance with the Trust's principles and policies and in consultation with the Executive Headteacher, determine, organise and implement a diverse, flexible appropriate curriculum for the school and implement an effective assessment framework.
- Create and maintain an environment and code of behaviour which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour, and discipline.
- Secure and sustain effective teaching and learning throughout the school by monitoring and evaluating the standards of learning and teaching, ensuring that appropriate standards of professional performance are established and maintained and that underperformance at all levels is challenged and addressed.
- Assess, monitor, and evaluate the curriculum in order to identify and act upon areas for improvement and to develop a personalised learning culture within the school which promotes independent learning.
- In accordance with the BWMAT principles and policies and in consultation with the Executive Headteacher, produce and revise, as appropriate, a School Development Plan (SDP) relevant to the needs of the school, the development of the pupils and within the potential resources available to the school.
- Monitor and evaluate the quality of learning and teaching across the school, including those pupils with special educational needs, using data to support and implement strategies for ensuring inclusion, diversity and access.
- In conjunction with the Executive Headteacher, develop and maintain effective partnerships with parents, carers, the community, other schools, clergy, and the local worshipping communities. Extend pupils' learning experiences, their achievement and personal development, by creating effective links with business and industry, and promote outdoor learning through trips, residential visits and related opportunities.
- Participate, to such an extent as may be appropriate, and in consultation with the BWMAT Executive Leadership Team and the schools Local Governing Committee, in the teaching of pupils in the school, including the provision of cover for absent teachers.

Leading, Managing and Deploying Staff

- In consultation with the Executive Headteacher, Local Governing Committee and the Trust's Leadership Team, contribute to the selection and recruitment of the teaching and support staff in seeking to ensure the best available people are appointed.
- Manage the arrangements for the deployment and effective allocation of work to and supervision of all teaching and support staff within the school, to maximise their skills and contribution to the improvement of the quality of the education provided and the standards achieved.
- In accordance with the Trust's policies implement and sustain effective systems for the effective induction of staff and the management of staff performance, participating in arrangements for the appraisal of own performance and the appraisal and performance management of teaching and support staff as appropriate.
- Lead professional development of the staff by example, ensuring that all staff have access to advice, training and development opportunities appropriate to their needs, including needs identified through performance management systems in accordance with the policies of the Local Governing Committee, the School Development Plan and the Trust, as appropriate.
- Provide teachers and staff with information they need in order to carry out their professional duties.
- Ensure that professional duties and conditions of employment as set out in local and national conditions of service, as modified by the Trust, for Head of School, teachers and support staff are fulfilled.
- Support, develop and maintain a decision-making structure providing opportunities for staff participation and establish channels of communication including the use of formal procedures to solve problems and resolve conflict.
- Foster and maintain relationships with organisations representing teachers and support staff.

Deployment of Resources

- In consultation with the Executive Headteacher, Local Governing Committee and the Trust's Central Team, identify appropriate priorities for expenditure, allocate funds and ensure effective administration and management of all resources including staff.
- Under the direction of the Executive Headteacher, implement the sound financial management of the school in accordance with the Trust's requirements and any overarching regulations
- Make arrangements for the security and effective supervision of the buildings within and across the schools, including their contents and of the school grounds ensuring that such resources are managed to meet the needs of the curriculum and to comply with all relevant Health and Safety Regulations.
- Manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

Accountability

- Be accountable for the efficiency and effectiveness of the school to the Executive Headteacher, Local Governing Committee, the Trust's Directors, and the Diocese of Bath and Wells.
- In consultation with the Executive Headteacher, fulfil the tenets of the Trust Deed for the school.
- Foster and maintain good community relations by implementing Diocesan policy and liaising with Diocesan officers.
- Comply appropriately with the requirements of the Local Governing Committee and the Trust in respect of the strategic management and direction of the schools.
- Present a coherent, understandable and accurate account of the performance of the school in a form appropriate to a range of audiences including the Executive Headteacher, directors,

governors, parents and carers, maintaining and providing adequate and appropriate records, statistical data and returns.

Designated Safeguarding Lead

- Carry out the role of the DSL (*full role descriptor is attached*)

Supporting the work of the Bath and Wells Multi Academy Trust

- Develop and maintain the Christian ethos of the academy so that it is intrinsic and permeates all aspects of the academy's life and curriculum.
- Embed the Christian ethos in all aspects of academy life.
- Develop strong working relationships with Trust colleagues and contribute to collaborative working across schools.

Participate in the Trust's activities in order to share best practice, contribute to the development of Trust strategies and policies and promote the school and the wider organisation in a local and national context.

Line Management

You will be managed by the Executive Headteacher and will have regular meetings.

You will carry out the performance and appraisal cycle including Personal Development Plans with employees in the school.

Key Contacts and Relationships

- Executive Headteacher
- Central Senior Leadership Team
- Central Team
- Schools Local Governing Committee
- Trust Board of Trustees
- The Diocese of Bath and Wells
- Headteachers of local secondary schools
- Headteachers of local primary and special schools, particularly those primary schools that are members of the Trust
- Early Years providers
- Other services and agencies for children including social care, health care and the police

Working Environment

The majority of the work will take place within the school environment. There will also be some work undertaken away from the school site, including educational visits.

PERSON SPECIFICATION

Job Title:	Head of School
Reporting To:	Executive Headteacher

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Experience	<ul style="list-style-type: none"> • Qualified teacher status • Recent safeguarding training • A commitment to work with relevant agencies to protect children and young people • Recent experience in senior management within a school • Experience in teaching EYFS/KS1/KS2 • Proven track record of successful collaborative and inspirational leadership, and delivery of learning • Experience in ensuring ambitious standards for all pupils • Experience in managing others and holding staff to account • Experience in ensuring a collaborative approach where staff views are shared in bringing about improvement • Experience in developing rigorous systems for measuring and managing performance • Experience in monitoring and improving the quality of teaching and learning • Experience in analysing performance data to inform personalised target setting • Demonstrable experience in translating local and national policy into a school context • Experience of developing good working relationships with all stakeholders • Evidence of continuous professional development • Experienced in motivating, challenging, inspiring and empowering teams and individuals to achieve high performance 	<ul style="list-style-type: none"> • NPQH • Diocesan pre-headship training • Experience of working in more than one other school • Experience in managing a variety of curriculum areas • Experience in contributing to collaborative activities with partner schools • Experience of overseeing EYFS
Knowledge	<ul style="list-style-type: none"> • Knowledge of effective primary practices and effective assessment tools • Knowledge of efficient school governance and able to effectively support the school's local governing body • Knowledge of best practice / entrepreneurial approaches to school improvement, leadership and governance 	<ul style="list-style-type: none"> • Understanding of community-based learning



	<ul style="list-style-type: none">• Up to date knowledge of education, pedagogy, effective classroom management strategies, OFSTED requirements and school systems locally, nationally, and globally• Have experience of multiagency working to support vulnerable children and families, and to promote excellent attendance	
Skills and Abilities	<ul style="list-style-type: none">• Ability to instil a strong sense of accountability in staff• Ability to articulate clear values and moral purpose• Ability to lead by example, with integrity, creativity, resilience, and clarity• Ability to compellingly communicate the school's vision and drive the strategic leadership, with a proven record of implementing strategies• Ability to ensure excellent teaching through an analytical understanding and knowledge of the core features of a successful classroom• Ability to establish an "open classroom" culture and sharing of best practice• Skilled in creating an environment where staff and pupils are motivated, supported, and able to develop• Ability to positively support the development and training of staff• Ability to oversee and ensure a safe and well-ordered environment, ensuring excellent and fully compliant safeguarding practices• Ability to effectively exercise curriculum led financial planning• Ability to work collegiately with other schools and organisations, championing best practice• Ability to effectively challenge, inspire and influence others where appropriate• Ability to manage own workload and that of others• Ability to authentically promote the Christian ethos of the school• Ability to lead, manage and successfully implement change• Excellent organisational skills• Excellent problem-solving skills	<ul style="list-style-type: none">• Ability to work with political and financial astuteness, with clear principles centred on the school's vision• Outdoor Learning
Work-related Personal Requirements	<ul style="list-style-type: none">• Committed to providing world class education for pupils• Enthusiastic about outdoor learning• Reflective, positive attitude and self-critical	

	<ul style="list-style-type: none"> • Excellent interpersonal and communication skills at all levels • Caring and respectful • Sympathetic to the Christian faith • Committed to supporting the aims of the wider Trust • Enthusiasm to participate in collaborative activities with other schools across the Trust and local community activities. • Must be able to speak fluent English. • Commitment to safeguarding and protecting the welfare of the children 	
--	---	--

I agreed that I have read the job description which is fair and accurate statement of the requirement of the position:

Job Holder: Date:

Line Manager: Date:

Role description for Designated Safeguarding Leads

The Designated Safeguarding Lead (DSL) **must be an appropriate senior member of staff, from the school leadership team, in most circumstance will be the Headteacher.** They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies. The Designated Safeguarding Lead need not be a teacher but must have the status and authority within the management structure to carry out the duties of the post. Whilst deputies can carry out delegated activities, the ultimate lead responsibility remains with the designated safeguarding lead. The lead responsibility cannot be delegated.

NB : (It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding leads (DSLs). Any deputies should be trained to the same standard as the (DSL) and the role should be explicit in their job description)

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff.
- act as a point of contact with the three safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- work closely with the School Business Manager to ensure all processes and procedures with regard as required,
- liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO's), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, here safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This

includes:

- ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

**there may be a different strategic lead for promoting the educational outcomes of children who have or have had a social worker, particularly in larger schools or colleges. Where this is the case, it is important that the DSL works closely with the lead to provide strategic oversight for the outcomes of these children and young people.*

Training, Knowledge and Skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;

- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online; and
- obtain access to resources and attend any relevant or refresher training courses.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked including to inform the provision of academic and pastoral support.

Raise Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced, with teachers and school and college leadership staff. The role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Information sharing and managing the child protection file

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSiE, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- to be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSiE.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

I agree that I have read the Designated Safeguarding Lead role descriptor which is a fair and accurate statement of the requirement of the role:

Job Holder: Date:

Line Manager: Date: