

Head of School

TLR – 1.1

Job Purpose	Overall responsibility for the welfare, learning and progress of students within their school.
Reporting To	Senior Leadership Team link
Responsible for	All form and support staff allocated to their school including a deputy head of school.
Accountabilities	<p>Strategic Direction and Development of one of our four smaller schools</p> <ul style="list-style-type: none"> • To support all aspects of school activity within the overall educational aims of the Academy • To organise and manage a tutor group system from Years 7-11 • Create a climate, which enables staff and students to develop and maintain positive attitudes towards the students and confidence in tutoring them. • To ensure good behaviour by students in their smaller school, working with others to establish and maintain policies and practices • Monitor student behaviour data on a regular and frequent basis and work with the SLT Assistant Head Pastoral to devise appropriate strategies for students who exhibit challenging behaviour • Establish a clear, shared understanding of the contribution that school activities play in students' spiritual, moral, social and cultural development, and in preparing them for adult life. • Work closely with the Attendance Officer to monitor and improve student attendance • Support the implementation of the Attendance Policy, monitoring attendance and punctuality at least weekly, checking reasons for absence, truancy and punctuality, following up and issuing notes to parents according to the pattern established by the Head • Monitor student achievement through analysis of attitude to learning, attendance and homework data; undertake lesson and tutor time reviews for the relevant school; review evidence on the impact of assessment and marking practices; discuss students learning experiences with them and use as a tool to engage them in school life. • Produce a small school action plan linked to school priorities for improvement, with clear targets against which progress can be measured. • Analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching method. • Use data effectively to identify students who are underachieving and create/implement effective plans of action to support those students. • Ensure that the work of the school sits within whole academy policies such as Assessment for Progress, Diversity, Anti-Bullying and Behaviour

	<p>Learning and Progress</p> <ul style="list-style-type: none"> • Ensure that staff are clear about the objectives of tutor and mentor sessions and communicate such information to students. • Provide guidance to subject staff on the appropriate choice of teaching and learning methods to meet the needs of different students. • To monitor student progress across subject areas, including literacy and numeracy and to work closely with tutors & staff to improve student achievement. • Set expectations and targets for staff and students in relation to standards of student achievement and evaluate progress and achievement by all students across all subjects. • To work with Middle Leaders in solving problems related to individual students • Ensure that students are able to increasingly develop effective study skills and an increasing independence in learning. • To support tutors in the development and delivery of a pastoral care programme that promotes a value-driven approach to education, rewards achievement and celebrates success; and that provides appropriate personal, social and health education. • Lead students in the creation of a distinctive school ethos, in which students are active participants, including leading your own student leadership team. • Ensure that tutors are aware of the contribution of the 'pastoral programme' to students' understanding of the duties, opportunities, responsibilities and rights of citizens. • Ensure that tutors recognise and know how to deal with stereotyping including racial and gender. • Establish a link with families to involve them in their child's personal development. • To act as a focal point for parental contact with the academy. • Promote small school priorities for personal development such as charity foci, extra-curricular programme/s, mentoring and Off-Site Learning Opportunities. • Keep reports and appropriate records of student development as active citizens including behaviour • Ensure rewards and sanctions are used within the whole school policy framework. • Meet with the SLT line manager to discuss student progress and key performance indicators. • Take steps to prevent bullying and support victims of bullying, including racist and homophobic incidents. • Work with the SEND Team, to ensure that IEP targets are reviewed regularly. • Identify students who would benefit from Pastoral Support Plans. Ensure targets are regularly set and reviewed and that student needs are met, as far as possible, including risk assessment being undertaken for identified students • Lead and manage Form Tutors and any additional staff to the school.
	<p>Leading and Managing Staff</p> <ul style="list-style-type: none"> • Model high expectations for students and staff in all aspects of work. • Support staff to achieve constructive working relationships with students and families. • Establish clear expectations for constructive working relationships among staff involved in the school team – through team working, mutual support, devolving and

	<p>delegating responsibilities, evaluating practices, and an acceptance of accountability, and challenge and support for continued enhanced teaching and learning.</p> <ul style="list-style-type: none"> • Contribute to performance management of staff as required according to whole school policy and practice. • Contribute to professional development of staff • Work with the other Heads of School, Deputy Heads of School and School Leaders, to organise and assist with family information events.
	<p>Other Duties and Responsibilities</p> <ul style="list-style-type: none"> • Lead, organise or deliver a weekly small school assembly for years 7-11 and a year group(s) assembly at least once per term co-ordinating guest speakers where applicable. • To oversee and manage whole school key events/transition points for a year group (7, 8 or 11) or two (9 & 10), such as 6-7 transition; Guided Choices; External examinations/Prom/transition post-16. • Elect and deploy a student leadership team for your house/small school • Organise school teams for inter-School/house activities. • Encourage participation and assist with the monitoring of student involvement in whole-school activities and competitions. • Attend and contribute to team around the child meetings for students in your house/small school. • Attend all family consultation meetings as per the calendar. • Represent the school at attendance meetings with Families and the Attendance Officer as necessary. • Develop appropriate links with outside agencies as appropriate. • Attend Trustee meetings as requested • Attend Leadership Team Meetings as required. • Ensure reports are produced to a high standard and in a timely fashion. • Co-ordinate the annual Consultation Evenings. • Liaise with the Designated Safeguarding Officer and Safeguarding team on issues connected with safeguarding and child protection. • To undertake on call and other duties in accordance with the whole school rota. • Follow up on students whose uniform is below standard.
General requirements	<p>All school staff are expected to:</p> <ol style="list-style-type: none"> a) Work towards and support the school vision and school objectives outlined in the School Improvement Plan. b) Contribute to the school's programme of extra-curricular and inter-school activities. c) Support and contribute to the school's responsibility for safeguarding students. d) Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors. e) Promote equality and opportunity for all students and staff, both current and prospective. f) Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, families and colleagues. g) Engage actively in the performance review process. h) Adhere to policies as set out in the School's Staff Handbook. i) Undertake other reasonable duties related to the job purpose required from time to time.

	<p>Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, these should be amended accordingly.</p> <p>The job description will, in any case, be subject to periodic amendment including at the time of the review if it reveals significant changes in the post holder's role within the school.</p>
--	--

Postholder:

Signature:.....

Printed Name:.....

Line Manager:.....

Signature:.....

Printed Name:.....