



Job Description

POST:	Head of School
RESPONSIBLE TO:	Executive Principal
RESPONSIBLE FOR:	The day-to-day operational leadership and management of the School/academy
SALARY:	L30-L34 depending on experience

PURPOSE:

The purpose of the role of Head of School is to provide the **strategic leadership and management** for the school/academy within the Constellation Trust and will:

- Model ambition, professional conduct and the Trust principles
- Be a highly visible leader to all stakeholders
- Contribute to and articulate the clear vision and strategic direction of the school/academy to ensure continual and sustained school improvement
- Lead by example, with integrity, creativity, clarity and resilience
- Sustain and articulate a wide, current knowledge and understanding of education systems locally, nationally and globally
- Demand ambitious standards of achievement for all pupils including disadvantage learners and seek to close the gaps in attainment
- Secure excellent teaching through an analytical understanding of how pupils learn
- Create an ethos within which staff are motivated and supported to develop through effective CPD opportunities
- Hold all staff to account for their professional conduct and practice
- Embed rigorous, fair and transparent systems for performance management, addressing any underperformance
- Exercise strategic, curriculum-led financial planning, within the constraints of the scheme of delegation to ensure the appropriate and equitable deployment of budgets and resources
- Ensure that all school/academy systems are carried out with fidelity and are well-communicated to all stakeholders
- Provide a safe, calm and well-ordered environment for all pupils and staff focussed on safeguarding pupils and developing exemplary behaviour both in the school/academy and the wider community
- Lead and manage staff resources

PRINCIPAL ACCOUNTABILITIES

This job description reflects the **National Standards of Excellence for Headteachers** (2015). These standards are built upon The Teaching Standards (2011) which apply to all teachers, including headteachers. The appointment is subject to the current conditions of



employment of headteachers, contained in the **Schools Teachers' Pay and Conditions** document, the School Standards and Framework Act 1998 and all other current education, employment and health and safety legislation.

The appointment is also subject to other current educational and employment legislations and policies laid down by the Board of Directors under their powers derived from statutory sources.

STRATEGIC DIRECTION AND DEVELOPMENT:

- Actively promote and embed the Trust's vision, goals and principles
- Ensure that the Trust goals, School/academy SEF and strategic plan are front and centre of decision making and monitoring
- Give strategic leadership to the school/academy by working in partnership with the Trust and school/academy senior leaders to set strategic direction and get the very best outcomes for pupils
- Lead the formulation, monitoring, evaluation and implementation of the school/academy SEF
- Develop effective quality assurance practices across the school/academy
- Be proactive in initiating and managing change and improvement to develop the school/academy and staff
- Exercise strategic, fair and open deployment of delegated budgets and resources, in the best interests of the pupils' achievements and the school/academy's sustainability
- Advise the Local Advisory Body and The Constellation Trust Board as required in the exercise of its functions, including attendance at meetings and preparation of reports
- Provide effective professional challenge and support to Senior Leaders and Subject and Pastoral Leaders

LEADERSHIP AND MANAGEMENT:

- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- Maintain rigorous, fair and transparent systems and measures for managing the performance of all staff within the structure implemented by The Constellation Trust and address any under-performance, supporting staff to improve and valuing excellent practice
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making
- Focus on clear succession planning by identify emerging talents, coaching current and aspiring leaders in a climate where excellence is standard
- Ensure that the school/academy's system, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity
- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of ownership and accountability from staff for the impact their work has on pupils' outcomes



- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design
- Shape the current and future quality of teaching profession through high quality training, systematic approach to monitoring and sustained professional development for all staff
- Develop strong partnerships with parents and carers to support students' achievement and personal development
- Present a coherent account of the school/academy's performance in a form appropriate to the range of audiences, including the CEO, Directors, the local community, Ofsted and other necessary stakeholders
- Hold all staff accountable for their professional conduct and practice
- Foster an autonomous culture that ensures policies and practice takes account of national and local policies and initiatives and comply with legal requirements
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society
- Ensure that the child protection and safeguarding policies and procedures adopted by the Board of Directors are fully implemented and followed by all staff
- Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection and safeguarding related responsibilities

SPECIFIC RESPONSIBILITIES AND DUTIES:

- Be a presence in all aspects of school/academy life
- Provide the day-to-day leadership and management of the school/academy
- Be a vital channel of communication to the CEO and The Constellation Trust Team to optimise the flow of information
- Lead the school/academy's Senior Leadership Team to create a culture of achievement and success by personal example and leadership
- Help to build, communicate and implement a shared vision for the school/academy within the Trust and beyond the school/academy context
- Contribute to improvement planning, policy making and managing change as a senior leader of the Trust
- Lead and manage change in consultation with relevant stakeholders
- Foster a culture in which excellent outcomes for all students and the key components of personalised learning are integral to the work of everyone in the school/academy
- Model and encourage professional attitudes amongst teaching and support staff
- Facilitate and ensure the highest standards of teaching and learning are delivered across the school/academy in line with the expectations of the Trust
- Contribute to the development, monitoring and evaluation of the school/academy curriculum
- Lead curriculum projects and initiatives where appropriate
- Actively develop links with the relevant external agencies
- Lead in the appointment and promotion of staff, staff planning and co-ordination of staff development where appropriate
- Promote working practices, which do not discriminate on grounds of gender, ethnicity, religion, culture, age and disability
- Attend appropriate meetings to represent the Trust
- Attend local advisory group meetings, give presentations and contribute to the termly Head of School Report



- Contribute when necessary to The Constellation Trust Board
- Promote and support extra-curricular provision and the broader life of the school/academy and community
- Oversee the administration of the annual, termly and day-to-day routine of the school/academy and arrangements for special occasions
- Perform such other duties required by Directors and the CEO as may be commensurate with the nature of the post
- Ensure that the Trust goals, school/academy SEF and strategic plan are front and centre of decision making and monitoring
- Prepare and conduct permanent exclusion meetings

Teaching Commitment

The post holder may be requested to teach a timetable commensurate with the role of Head of School in line with the school/academy's generic teacher's job specification.

Safeguarding Children

The Constellation Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.



PERSON SPECIFICATION

1. **Qualifications – Essential:**

- Qualified Teacher Status
- Degree level (or equivalent) qualification

Desirable:

- NPQH
- Masters qualification
- Further professional qualification linked to education and/or leadership

2. **Knowledge – Essential:**

- Current educational trends, curriculum and pedagogy developments, and educational initiatives
- Understanding of diversity and equality requirements
- Latest Ofsted requirements relating to Learning, Teaching and Self-Evaluation
- Excellent strategies for discipline for learning
- An understanding of – and dedication to – high expectations of academic standards
- Know what 'exceptional' teaching and learning looks like
- In-depth knowledge and ability to effectively use and analyse data
- Thorough understanding of leadership skills and practical examples of their application
- Thorough understanding of how to think and lead strategically

3. **Experience – Essential:**

- Experience as a Deputy Headteacher or acting Headteacher
- Proven evidence of raising standards and making effective use of resources
- Successful partnership working with other schools and outside agencies
- Proven track record of leading improvement and raising student achievement
- Experience of implementing robust self-evaluation and quality assurance procedures
- Proven significant successful teaching experiences which has led directly to measurable positive outcomes for students
- The ability to inspire, develop, empower and sustain individuals and teams
- Evidence of supporting and challenging colleagues through performance management
- Experience of leading on strategic data analysis and the development of subsequent effective action plans
- Experience of managing school budgets
- Experience of workforce planning
- Successful leadership and oversight of safeguarding, behaviour and inclusion systems

Desirable:

- Experience of Headship
- Experience of leadership in more than one school/school/academy
- Experience of working with the wider community
- Experience of working in an urban school environment



4. Skills – Essential:

- Know what 'exceptional' teaching and learning looks like and the proven ability to develop exceptional practice
- Build and maintain effective relationships through effective interpersonal skills
- Excellent communication skills both oral and written
- Inspire, challenge, motivate and empower others
- Think creatively to anticipate and solve problems
- Build on current good practice whilst moving the school forward with vision and vigour
- Develop effective teamwork and be able to contribute effectively to a range of teams
- Think strategically and contribute to creating a coherent school vision
- Inclusive approach to education
- High expectations of self and others
- Manage and resolve conflict
- Work under pressure, maintaining a sense of perspective and humour
- Commitment, honesty and dedication
- Ability to manage own time effectively
- Reliability and integrity
- Resilience and tenacity
- Have a growth mind-set
- Be able to understand complex data and prioritise needs for improvement
- Self-awareness
- Ability to effectively line manage and develop staff
- Ability to implement plans with detail and fidelity

5. Interpersonal/Communication Skills:

- Be a team player and a team leader
- Ability to motivate and inspire staff and students
- Ability to use tact, diplomacy, sensitivity and good humour
- The ability to understand others and create trust
- Ability to coach colleagues to improve their performance
- Effective written and spoken communication
- Awareness of the need for attention to detail
- Ability to demonstrate personal and emotional resilience when working in a range of challenging situations
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline

6. Personal Attributes

- Proactive and visible leader
- Demonstrable ability to plan strategically and to lead, motivate, develop and inspire staff and to manage change effectively
- Commitment to own personal and professional development
- Passionate belief in the potential of all young people to aspire and achieve
- Relentlessly positive attitude towards young people and colleagues
- Ability to model mutual respect for and trust of students and adults



- Ability to provide inspirational leadership to students, staff and community
- Commitment to safeguarding and promoting the welfare of children and young people
- Energy & enthusiasm
- Ability to delegate responsibility effectively
- Ability to deal sensitively with people, negotiate effectively, influence and resolve conflicts
- High degree of resilience
- Excellent attendance and punctuality
- Ability to prioritise and take responsibility for problems that may arise
- Personal commitment to extra-curricular activities
- Commitment to the Trust goals
- Willingness to undergo appropriate checks, including enhanced DBS checks

The post holder will be required to re-schedule work where/when necessary, in order to fit in with the working day of the Trust and ensure that tasks are completed.

Contacts and Relationships

CEO

Head of School

Deputy Head of School - Pastoral

Staff

Directors/Governors

Community

Parents/Carers

Managers on all levels and locations

LA Representatives

Trade unions

Other government departments

Work Environment

a, Work Demands

High quality curriculum provision and effective teaching and learning within the School/academy. This may involve evening work (parent's evenings, meetings etc.).

b, Physical Demands

Endurance within a classroom setting, teaching students while standing, sitting, or walking throughout the classroom, use of educational aids (electronic whiteboards etc.), and retrieval and use of materials.

c, Working Conditions

Working in a classroom and educational setting.

d, Emotional Demands

The post holder will be at some risk working in an educational environment above. May be at risk of abuse and aggression from students, parents and carers.



This Job Description conveys a full and accurate description of the job:

Signature

Designation

Date

1. CONFIRMED BY:

(LINE MANAGER)

.....

2. CONFIRMED BY:

**(SERVICE HEAD)
(OR DELEGATE)**

.....

3. RECEIVED & AGREED BY:

(POST HOLDER)

.....

.....*

**The employee must countersign the Job Description to show that he/she has received it, although they may not agree with its content. They may delete "& AGREED" if this is the case.*

Grade established/Approved

DATE OF PANEL:

DATE: