



Job Description and Person Specification

Head of School - Primary

Job Title:	Head of School - Primary
Reporting to:	Head Teacher
Reporting Lines:	Assistant Head, Phase Leaders
Salary:	GH Leadership Scale L20 - 24

Job Description - Head of School

Purpose of the post

The Head of School, under the direction of the Head Teacher, will be responsible for providing leadership and management of the Primary phase with overall responsibility for the smooth day-to-day running of the school and the culture, ethos, behaviour and attitudes within the school. As an experienced leader and academically minded individual, you will work with the Head Teacher and Senior Leadership Team to shape and deliver the mission, vision, and values of the school. You will articulate high expectations; quality assure teaching and develop staff through high quality rigorous performance management systems.

Key areas

In carrying out their duties, the Head of School shall consult, when appropriate: the Head Teacher, members of the Senior Leadership Team, the Governing Board, specific staff teams, the community, parents and carers.

Role purpose:

- To play a crucial role in the strategic leadership of the Primary phase through working with the Head Teacher, the Head of School - Secondary and the Senior Leadership Team.
- To play a strategic and practical role in developing and implementing Primary phase systems, routines, and procedures.
- To drive and oversee excellent outcomes for all students and performance indicators.
- To lead the strategic development of the whole school curriculum, providing direction and guidance informed by up-to-date knowledge of local and national initiatives.
- To lead valid, reliable and proportionate approaches to assessing students' knowledge and understanding of the curriculum.
- To lead fellow Primary phase Senior Leaders in the successful strategic and operational leadership of the Primary phase.

- To develop a successful leadership culture so that all Senior Leaders carry out their roles effectively.
- To be responsible for the day-to-day running of the Primary phase and ensure that standards of behaviour and engagement are high, with direct responsibility for the culture and ethos.
- As well as being an excellent practitioner, the Head of School is expected to play a leading role in bringing best practice to their phase remit so that our children succeed in education and life, and Gildredge House is an engaging place to come to work.
- To lead on advice and guidance to students and staff by removing the barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and enable students to achieve their full potential.
- To identify training and development needs within the School Development Plan, and where appropriate, lead development programmes to support all staff.
- To ensure and maintain a positive, calm learning environment through endorsing appropriate behaviour of students in line with the Gildredge House *Aspire* values of *Ambition, Support, Perseverance, Integrity, Reflection and Empathy*.
- To take overall responsibility for the quality of education in the Primary phase, including the quality of teaching and learning and outcomes.
- To be the most senior point of contact for parents who have concerns about the Primary phase's effectiveness and raise this with the Head Teacher and appropriate leaders.

Responsibilities:

- Serve as an ambassador for Gildredge House and attend relevant internal and external events/activities that promote our school.
- Assist the Head Teacher in the strategic leadership of the school, including deputising as required.
- Be accountable for overseeing the performance management of Primary phase staff to ensure that the quality of teaching across the school is high.
- Motivate and lead others to ensure the achievement of our vision and mission.
- Work alongside the Head of School - Secondary and Senior colleagues in developing a whole school curriculum.
- Play a leading role in developing, evaluating, and reviewing policy which guides effective practice in accordance with the Gildredge House vision and strategic plan.
- Promote high expectations of attainment and progress for all, relentlessly demonstrating, and promoting high aspirations for all students and staff.
- Ensure the Primary phase's assessment system is fit for purpose and provides teachers with useful information about students.
- Ensure that all students make strong progress from their starting points.
- Act as an expert teacher, a role model for all staff, with commitment to the school's knowledge-rich approach.
- Model and maintain high standards of conduct and behaviour.
- Develop a safe, healthy and purposeful environment in which to learn and work.
- Be the Senior DSL for the Primary phase, leading the DSL and Deputy DSL on all safeguarding concerns, and reporting and consulting with the Head Teacher where necessary.
- Manage relationships with all key stakeholders, including the immediate community, parents, and Governors.

- Strategically lead the Primary phase's training, conduct, monitoring, pastoral care, aspiration and enrichment endeavours as appropriate and according to the strengths identified with the Head Teacher.
- Ensure all staff and students embrace the curriculum and Gildredge House expectations and understand its principles, including the Gildredge House Way and Gildredge House Five.
- Raise standards and thereby analyse (and extrapolate key findings from external publications related to) students' results and school performance and present a summary of those findings and development issues to Governors, the Senior Leadership Team and wider leaders/staff.
- Provide challenge, support and help to leaders at all levels, to ensure that they have the capacity and drive to transform the learning experience of students and in their specific area of responsibility.
- Lead, develop and improve the quality of provision for students in a variety of areas, including inclusion, behaviour, wellbeing and safeguarding.
- Develop and implement effective strategies to evaluate the effectiveness of all areas of the Primary phase's provision.
- Model exemplary conduct, encouraging all adults and students to interact positively beyond the school both in the community and later in further education and the workplace.
- Support the Senior Leadership Team to recruit, train, motivate, retain, and coach all staff.
- Oversee the Primary phase finances and budget as appropriate, including the appropriate deployment of staff and resources.
- Maintain high expectations of students and staff.
- Ensure all staff are well supported and can see a clear path to career progression.
- Play a critical role in ensuring high levels of staff wellbeing and morale.
- Undertake the professional duties of other members of the Senior Leadership Team in the event of their absence as required.
- Work with the Head Teacher, Head of School - Secondary, Senior Leadership Team and Governors to ensure robust operational systems are in place that support the school's efficient and effective functioning.
- Maintain strong working relationships with the relevant agencies and serving as an ambassador for Gildredge House.
- Represent the Primary phase at Admissions Hearings for appeal consideration.
- Write school policies as required under the direction of the Head Teacher.
- Oversee and ensure all school policies are reviewed annually and ratified by the appropriate individuals.
- Oversee termly fire evacuation practice.
- Oversee pathways for students who are at risk of permanent exclusion.
- Lead and manage individual student discipline cases in the Primary phase.
- Oversee the effective induction of students and the determination of appropriate student groupings in the Primary phase.
- Undertake any investigations as appointed by the Head Teacher.

Other duties:

- To comply with individual responsibilities, in accordance with the role, for health and safety within the workplace.

Along with the Senior Leadership Team, to take responsibility for:

- The strategic direction and development for the school.
- Taking a leading role in developing a learning culture in line with the school's high expectations and in creating a learning environment in line with our values.
- Anticipating, planning and making provision for future demands.
- Identifying the need for and leading the process of innovation, change and improvement in relation to the specific responsibilities outlined above.
- Developing middle leaders and subject leaders to ensure effective leadership across the school.
- Measuring the impact of leaders' work on the Primary phase's priorities.
- Taking the lead role in ensuring that communication with parents, students and staff is positive and that the school has a good reputation in the local community.

To have line management responsibility involving:

- Monitoring standards of achievement through regular meetings with the relevant members of staff and through lesson observations and attendance at meetings; offering advice, support and challenge.
- Ensuring the implementation of policies.
- Working closely in a solution-focused coaching role with the staff being line managed in planning for and implementing improvement.

Other Senior Leadership responsibilities:

- To lead staff by example, being highly visible and promoting good order throughout the school.
- Assist in the appointment of staff consistent with the Gildredge House vision, values and 'Safer Recruitment Procedure'.
- Assist in the preparation and review of policy documents, leading, in this regard, on areas of responsibility.
- To ensure regular, effective communication within the Gildredge House community.
- Take assemblies as required.
- Share the Gildredge House commitment to safeguarding and promoting the welfare of all young people through having knowledge of Government guidelines and safeguarding policies.
- Ensure that all duties and services provided are in accordance with school policies and procedures and in line with the staff code of conduct/professional expectations.
- To undertake training as necessary.
- To be willing and enthusiastic in engaging with continuous professional development.
- To undertake any other duty as specified by the Head Teacher/Senior Leadership Team not listed above.
- To be a key part of the life of the Gildredge House community, to support the Gildredge House values, mission, and vision and encourage students and staff to follow this example.

Personal Qualities, Attributes and Qualifications:

This position requires the following personal qualities and attributes:

- Heads of School should be excellent strategic leaders, working to improve standards at whole school level.
- They are excellent team leaders, capable of building a successful team and getting the best out of colleagues.
- They are excellent leaders of students, commanding respect and being a positive presence around the school. At the heart of their work should be to build self-esteem, imbue moral values and motivate students to do their best.

- Heads of School are excellent managers, highly organised and operating efficiently and effectively in all areas of their work.
- They are expected to think creatively about the school, be prepared to take risks and to innovate.
- They should be excellent communicators with a high degree of emotional intelligence.
- They should be energisers, demonstrating a positive mental attitude around the school and in all areas of their work.
- Heads of Schools are expected to be loyal to the Senior Leadership Team and to pursue and deliver leadership strategies and agreed actions in a positive and consistent manner.
- They demonstrate academic ambition for all students with a genuine passion and belief in the potential of every student.
- They can work autonomously and be proactive in all areas of responsibility.
- They show determination to improve standards and outcomes.
- They have high ethical standards.
- They possess strong interpersonal, written, and oral communication skills.
- Heads of School are motivated to improve standards and achieve excellence.
- They demonstrate honesty and integrity.
- They have excellent organisational skills.
- They are able to work collaboratively with other Heads of Schools, fellow Senior Leaders and all colleagues across the school.
- They communicate effectively, professionally and in a friendly manner with staff, students, parents, and external agencies.
- They are to be an ambassador for the school in dealing with external persons, and an admired and respected member of the team by internal staff and students.
- They enjoy helping others and they can resolve any issues in a professional, calm and measured manner.
- They are highly motivated and have a flexible approach towards work and working hours.

Qualification Criteria:

- Qualified to teach and work in the UK.
- A strong academic track record to degree level and above.
- Hold Qualified Teacher Status (QTS).
- Evidence of ongoing Continuous Professional Development.
- NPQH is desirable but not essential.

All job descriptions may, following consultation with you, be subject to change to reflect or anticipate changes in the job, which are commensurate with the salary and job title.

Employees are expected to comply with any reasonable request from the Head Teacher or the Governing Board to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to all visitors.

Person Specification - Head of School

Knowledge, experience and skills:	E/D
E = Essential D = Desirable	
Experience	
1. Extensive experience within an appropriate setting, including working with children with a range of SEN needs.	E
2. Experience of leadership and management of staff at all levels.	E
3. Significant experience and track record of whole school improvement.	E
4. Experience of implementing strategies to secure high standards of teaching, learning, behaviour and attendance.	E
5. At least 3 years' experience as Deputy/Vice Head Teacher or above.	E
Knowledge	
6. Knowledge of statutory guidance related to Keeping Children Safe in Education.	E
7. Knowledge of strategies to achieve effective learning, teaching, assessment and engagement of all children and young people.	E
8. Knowledge and experience of working with a wide range of support agencies and services and the ability to develop and sustain arrangements for joint working.	E
9. Extensive knowledge of safeguarding and working collaboratively with multi-disciplinary teams with a solution focussed approach.	E
10. Knowledge of financial regulations and effective budget monitoring.	E
11. Full working knowledge of relevant safeguarding, child protection, equality and health and safety policies, codes of practice and legislation.	E
Skills	
12. Ability to engage in high level strategy meetings with a range of partners.	E
13. Ability to relate work to the school's strategic vision and outcomes for children.	E
14. Ability to develop and implement effective plans that improve the outcomes for children.	E
15. Ability to use data effectively to monitor, evaluate and review decisions.	E
16. Ability to organise, lead and motivate staff and to challenge underperformance.	E
17. Ability to support on curriculum development and innovation and to maximise the contribution of staff to improve the quality of education.	E
18. Ability to work collaboratively with the team and partners to ensure a broad approach to planning and improve service delivery.	E
19. Ability to develop and sustain effective systems for staff induction, performance development and managing staff performance.	E
20. Ability to deal with sensitive issues in a supportive and effective manner.	E
21. Effective communication skills, both verbal and written, in order to maintain accurate records and documentation and provide written reports as requested.	E
22. Ability to maintain high levels of professional integrity and confidentiality.	E
23. Effective use of IT for monitoring and recording.	E
24. Ability to coach and lead others in a solution focussed approach.	E
Qualifications	
25. Qualified Teacher Status.	E
26. Degree (or equivalent).	E

<p>27. Higher degree or postgraduate curriculum or leadership qualification. 28. Commitment to all CPD offered.</p>	<p>D E</p>
<p>Behaviours and expectations:</p> <p>All staff members are expected to adhere to and promote professional standards including the school's code of conduct and values.</p>	
<p>General:</p> <p>You will be expected to undertake any other duties, commensurate within the grade, at the discretion of the Head Teacher, and develop and promote high standards of professional conduct across the whole school.</p> <p>You will be expected to carry out your duties in line with Gildredge House policies, procedures, and relevant legislation.</p> <p>You will be expected to attend and participate in a wide variety of meetings as well as training and development activities to support the school and your own professional development.</p> <p>As part of your wider duties and responsibilities, you will be required to promote and actively support the school's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse, and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.</p> <p>The post holder must be willing to undertake an enhanced Disclosure and Barring Service check. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.</p>	