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| **Job Description**  **Head of School** | T:\School Logos\OHS Logo plus Inspired to Achieve.png |

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**Leadership L24 to L30** **£70,369 to £81,513**

**Reporting to: Chief Executive Officer (CEO) Inspire Trust.**

**Main Purpose:** the Head of School is a key leadership role with a focus on pupils including; the development and delivery of teaching, learning, assessment, pupil wellbeing and behaviour and outcomes for pupils. The Head of School will provide whole school strategic leadership and management and will ensure that the regulatory and statutory duties of the school are met. The Head of School will also be expected to contribute to the Strategic Direction and Governance of Inspire Trust.

The Trust provides key support services, which allows the Head of School to focus on pupils, teaching, learning and assessment, whilst at the same time providing the opportunity to input into Trust Services and develop an understanding of how they operate.

This job description must be read in conjunction with the Governance and Executive Framework of the Trust, the Scheme of Delegated Responsibilities, the School Excellence Plan and Teacher Standards.

It is likely that the school will be asked to contribute more widely to school to school improvement. The Head of School must be able to demonstrate that they can represent the school and the Trust positively and professionally in a range of contexts. The Head of School will look to forge and establish links with other practitioners in other institutions through a support and challenge network.

**Job Description**

***A=Accountability (which means being responsible for something to somebody), L= Leadership (guide, direct and influence the outcomes of) O=Operational (day-to-day management and control of these activities)***

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| **1** | **Strategic Direction and Governance of Inspire Trust** | **Head of School** | | | | | |
|  |  | **A** | | **L** | | **O** | |
| 1.1 | In consultation with the Board and Executive, establish the Strategic Direction and Objectives of the Multi Academy Trust. | **✓** | | **✓** | |  | |
| 1.2 | Implement the framework for Strategic Leadership and Management of the school, in line with the Trust Framework. | **✓** | | **✓** | |  | |
| 1.3 | Implement the Trust ‘School Improvement Planning Process’ and required outcomes (including working with other relevant bodies). | **✓** | | **✓** | |  | |
| 1.4 | To secure Safeguarding arrangements for the school in line with Trust Policy and legal and regulatory requirements. | **✓** | | **✓** | | **✓** | |
| 1.5 | Secure equality in all aspects of Trust operations. | **✓** | | **✓** | | **✓** | |
| 1.6 | Provide input to and ensure delivery of the Trust’s Operational Scheme of Delegation. |  | | **✓** | | **✓** | |
| **2** | **Leadership and Management of the School** | | **Head of School** | | | | |
|  |  | | **A** | | **L** | | **O** |
| 2.1 | Develop and implement the strategic direction of the school within the framework established by the Trust | | **✓** | | **✓** | | **✓** |
| 2.2 | Within the framework established by the Trust formulate the ‘School Improvement Plan’ for approval by the Board. | | **✓** | | **✓** | | **✓** |
| 2.3 | Within the framework established by the Trust ensure delivery of the ‘School Improvement Plan’ to secure the agreed TLA outcomes. | | **✓** | | **✓** | | **✓** |
| 2.4 | Within the framework established by the Trust ensure delivery of the School Improvement Plan to secure the agreed Outcomes for Pupils. | | **✓** | | **✓** | | **✓** |
| 2.5 | Within the framework established by the Trust ensure delivery of the School Improvement Plan to secure the agreed Pupil Personal Wellbeing and Behaviour outcomes. | | **✓** | | **✓** | | **✓** |
| 2.6 | Establish the school budget for approval by the Trust; ensure that the school operates within the agreed budget and does not operate in deficit. (The Director of Finance will lead on establishing the budget, the Head of School will be responsible for ensuring staff work within the financial framework.) | |  | |  | | **✓** |
| 2.7 | Ensure that the school operates within the Corporate Services Framework agreed by the Trust. (The Director of Corporate Services will lead on establishing the framework, policy and procedures, the Head of School will be responsible for ensuring staff work within the framework.) | |  | |  | | **✓** |
| 2.8 | Ensure that the school operates within the Trust Safeguarding Policy. | | **✓** | | **✓** | | **✓** |
| 2.9 | Scrutinise, review, challenge and report to the Board and external agencies on the **educational** performance of the school. | | **✓** | | **✓** | | **✓** |
| 2.10 | Scrutinise, review, challenge and report to the Board and external agencies on the **operational** performance of the school. | | **✓** | | **✓** | | **✓** |
| 2.11 | Advise and assist the Trust in the exercise of its functions and to make such reports as may be required. | | **✓** | | **✓** | | **✓** |
| 2.12 | Ensure the efficient and effective day to day management and control of the school. | | **✓** | | **✓** | | **✓** |
| 2.13 | Develop school specific Policy and Procedure to support the Strategic and Operating Frameworks, for approval by the Trust. | |  | | **✓** | | **✓** |
| 2.14 | Develop and ensure delivery of accountabilities contained in the Trust’s Operational Scheme of Delegation. | | **✓** | | **✓** | | **✓** |

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| **3** | **Teaching, Learning and Assessment of the School(TLA)** | **Head of School** | | |
|  |  | **A** | **L** | **O** |
| 3.1 | In accordance with the Trust TLA Framework ensure the effective deployment of strategies to secure outcomes for pupils. | **✓** | **✓** | **✓** |
| 3.2 | Lead and direct the TLA framework of the school via effective monitoring, review and evaluation and quality assurance improvement planning appropriate to the school. | **✓** | **✓** | **✓** |
| 3.3 | Evaluate standards of teaching and learning and ensure proper standards of professional performance are established and maintained agreeing and implementing actions for improvement and for sharing excellent practice. | **✓** | **✓** | **✓** |
| 3.4 | Evaluate the progress of pupil cohorts and subjects and establish actions to address underperformance and actions to cascade excellent performance. | **✓** | **✓** | **✓** |
| 3.5 | Set targets for pupil cohort and subject achievement and actions to assure achievement. | **✓** | **✓** | **✓** |
| 3.6 | Communicate pupil performance levels to the Trust, staff, pupils and their parents/carers. | **✓** | **✓** | **✓** |
| 3.7 | Respond to all first and second level complaints ensuring effective responses are provided in respect of teaching, learning or assessment. | **✓** | **✓** | **✓** |
| 3.8 | Lead and direct TLA assessment continuing professional development (including development at all levels from entry to leadership) | **✓** | **✓** | **✓** |
| 3.9 | Develop and ensure delivery of the TLA actions assigned via the Trust’s Operational Scheme of Delegation. | **✓** | **✓** | **✓** |
| 3.10 | Develop Policy and Procedure to support the Strategic and Operating Frameworks of the Trust as directed. | **✓** | **✓** | **✓** |
| 3.11 | Lead and direct all day to day aspects of TLA for the school in line with Trust Policy and Procedures. | **✓** | **✓** | **✓** |

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| **4** | **Outcomes for Pupils of the School (OPS)** | **Head of School** | | |
|  |  | **A** | **L** | **O** |
| 4.1 | In accordance with the Trust OPS framework ensure effective deployment of strategies to secure the agreed outcomes. | **✓** | **✓** | **✓** |
| 4.2 | Lead and manage an appropriate curriculum model to be approved by the Trust. | **✓** | **✓** | **✓** |
| 4.3 | Ensure that the curriculum model meets statutory requirements and the needs of pupils that complies with national curriculum requirements and meets qualification and exam board requirements. | **✓** | **✓** | **✓** |
| 4.4 | Evaluate and report on the effectiveness of the curriculum model in meeting the needs of pupils and outcomes for pupils. | **✓** | **✓** | **✓** |
| 4.5 | Evaluate the progress of pupil cohorts and subjects and establish actions to address underperformance. | **✓** | **✓** | **✓** |
| 4.6 | Dis-apply pupils from the National Curriculum where appropriate. | **✓** | **✓** | **✓** |
| 4.7 | Lead and manage the school’s educational logistics. | **✓** | **✓** | **✓** |
| 4.8 | Ensure that all aspects of the curriculum and its requirements are communicated effectively to staff, pupils and their parents/carers. | **✓** | **✓** | **✓** |
| 4.9 | Respond to all first and second level complaints in respect of the curriculum and outcomes for pupils and ensure effective responses are provided. | **✓** | **✓** | **✓** |
| 4.10 | Lead and direct OPS related continuing professional development (including development at all levels from entry to leadership) | **✓** | **✓** | **✓** |
| 4.11 | Develop and ensure delivery of the OPS actions assigned via the Trust’s Operational Scheme of Delegation. | **✓** | **✓** | **✓** |
| 4.12 | Develop Policy and Procedure to support the Strategic and Operating Frameworks of the Trust as directed. | **✓** | **✓** | **✓** |

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| **5** | **Personal Wellbeing and Behaviour of the School (PWB)** | **Head of School** | | |
|  |  | **A** | **L** | **O** |
| 5.1 | In accordance with the Trust PWB Framework ensure the effective deployment of strategies to secure outcomes for pupils. | **✓** | **✓** | **✓** |
| 5.2 | Lead and direct the PWB Framework of the school via effective monitoring, review and evaluation and quality assurance improvement planning appropriate to the school. | **✓** | **✓** | **✓** |
| 5.3 | Evaluate standards of PWB and ensure proper standards of professional performance are established and maintained agreeing and implementing actions for improvement and for sharing excellent practice. | **✓** | **✓** | **✓** |
| 5.4 | Evaluate the progress of pupil cohorts and subjects and establish actions to address underperformance and actions to cascade excellent performance. | **✓** | **✓** | **✓** |
| 5.5 | Set targets for pupil cohort and subject achievement and actions to assure achievement. | **✓** | **✓** | **✓** |
| 5.6 | Communicate pupil performance levels to the Trust, staff, pupils and their parents/carers. | **✓** | **✓** | **✓** |
| 5.7 | Respond to all first and second level complaints in respect of the personal wellbeing and behaviour and ensure effective responses are provided. | **✓** | **✓** | **✓** |
| 5.8 | Lead and direct PWB continuing professional development (including development at all levels from entry to leadership) | **✓** | **✓** | **✓** |
| 5.9 | Develop and ensure delivery of the PWB actions assigned via the Trust’s Operational Scheme of Delegation. | **✓** | **✓** | **✓** |
| 5.10 | Develop Policy and Procedure to support the Strategic and Operating Frameworks of the Trust. | **✓** | **✓** | **✓** |
| 5.11 | Lead and direct all day to day aspects of PWB in line with Trust Policy and Procedures. | **✓** | **✓** | **✓** |
| 5.12 | Implement special educational needs policy (including liaison with external agencies) | **✓** | **✓** | **✓** |
| 5.13 | Ensure, where appropriate, that pupils take part in a daily act of collective worship | **✓** | **✓** | **✓** |
| 5.14 | Determine measures to promote good behaviour | **✓** | **✓** | **✓** |
| 5.15 | Decide whether to admit pupils and or to appeal against LA directions to admit pupils. | **✓** | **✓** | **✓** |
| 5.16 | Determine, review and ensure that child protection arrangements are in place and effective | **✓** | **✓** | **✓** |
| 5.17 | Exclude pupils as appropriate. | **✓** | **✓** | **✓** |

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| **6** | **Corporate Services (CS)** | **Head of School** | | |
|  |  | **A** | **L** | **O** |
| 6.1 | To establish the staffing structure (contractual, Terms and Conditions of Employment) within the legal and regulatory frameworks as advised by the Director of Corporate Services. |  | **✓** | **✓** |
| 6.2 | Review of the Staffing Structure, equity, standards and utilisation as advised by the CEO and the Director of Corporate Services. |  | **✓** | **✓** |
| 6.3 | Input too and apply Trust staffing policies: Sickness Absence, Leave of Absence, Recruitment, Pay, Appraisal, Disciplinary, Redundancy, Continuing Professional Development, Stress at Work, Violence at Work, Risk Assessment, Maternity, Adoption, Parental Leave, Capability and Grievance, Whistleblowing, Staff Induction. |  | **✓** | **✓** |
| 6.4 | Suspension of staff (except Head/Principal) under discussion and with the agreement of the CEO. Support will be provided by Trust Services. |  |  | **✓** |
| 6.5 | Appointment of all staff (excluding Leadership Team who will have Trustee involvement) in line with the Trust Recruitment Policy and Procedure and under the direction and with the support of the CEO / Director of Corporate Services. All posts require CEO approval. Support will be provided by Trust Services. |  |  | **✓** |
| 6.6 | Dismissal of staff (excluding Senior Leaders who will have Trust involvement) under the direction and with agreement from the CEO. Support will be provided by Trust Services. |  |  | **✓** |
| 6.7 | Develop and ensure delivery of the Trust’s Operational Scheme of Delegation as advised by the Director of Corporate Services. |  |  | **✓** |

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| **7** | **Resource Management** | **Head of School** | | |
|  |  | **A** | **L** | **O** |
| 7.1 | Formulate the budget plan in line with School Development Plan priorities to meet the needs of all pupils as advised by the Director of Finance. |  |  | **✓** |
| 7.2 | Monitor monthly expenditure, make payments and enter into contracts at the limit set by the agreed Financial Delegation as advised by the Director of Finance. |  |  | **✓** |
| 7.3 | To establish the financial reporting structures and protocols within the legal and regulatory frameworks. |  |  | **✓** |
| 7.4 | Implement extended services policy appropriate to the school. |  | **✓** | **✓** |
| 7.5 | Ensure building maintenance is undertaken as advised by the Director of Finance. |  |  | **✓** |
| 7.6 | Agree and review health and safety policy statement and requirements as advised by the Director of Finance. |  |  | **✓** |
| 7.7 | Make arrangements for the security and effective supervision of the premises as advised by the Director of Finance. |  |  | **✓** |
| 7.8 | Develop and ensure delivery of the Trust’s Financial Scheme of Delegation as advised by the Director of Finance. |  |  | **✓** |
| 7.9 | Develop Policy and Procedure to support the Strategic and Operating Frameworks of the Trust as advised by the CEO. |  |  | **✓** |
| 7.10 | Working with the Trust IT service, secure an appropriate IT offer that meets the needs of the school. |  |  | **✓** |

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| **8** | **Generic Duties of all Staff** |
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| All staff are required to work in a way that encourages a positive work environment that is solution - focused and proactive for all. All staff are required to positively contribute to the overall ethos / aims of the School/ Trust. | |
| To communicate effectively using appropriate media with:   * Staff (e-mail messaging is currently standard) * Students and parents on a range of issues * Other stakeholders as appropriate including; governors, schools, other Colleges the local authority, other government departments and relevant agencies. * To develop the knowledge and skills to divert relevant issue to the appropriate college staff. | |
| All employees have a responsibility for reading, understanding and implementing all Trust and school policies and procedures and working in accordance with the Code of Conduct for Staff. All staff must be fully aware of their responsibilities for child protection, health, safety and security, confidentiality and data protection and the methods of reporting all concerns to an appropriate person in accordance with policy. | |
| Staff must ensure they remain up to date with changes to legislation, regulation or best practice specific to their role | |
| Be aware of and support differences and ensure all students and staff have equal access to opportunities to learn, develop and progress. | |
| To recognise and respond effectively to equality issues as they arise and challenge stereotyped views, bullying and harassment in accordance with Trust policy and procedures. | |
| Complete Appraisal and Continuing Professional Development (including attendance and contributions to INSET and planning events). Recognise own strengths and areas of expertise and use these to achieve and support others. | |
| Establish constructive relationships and communicate with others to support achievement and progress of students. Take the initiative, as appropriate, to develop appropriate multi-agency approaches to supporting students. | |
| To be flexible with working time to support events including parents evening, presentation evenings and other key events. | |
| To undertake other duties and responsibilities as required from time to time commensurate with the grade of the post. | |

The above duties are not exhaustive and postholders may be requested to undertake activities reasonably assigned by the CEO.

The job description will be reviewed and adjusted annually as part of appraisal to ensure the post remains relevant and responsive to the needs of the Trust.

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| **Person Specification**  **Head of School** | T:\School Logos\OHS Logo plus Inspired to Achieve.png |

|  | | **Personal Skills Characteristics** | **Essential** | **Desirable** | **Method of Assessment**  **(List Code Below)** | **Shortlisting Criteria**  **(Tick Below)** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | | **Personal Attributes** |  |  |  |  |
| 1.1 | | Clear educational vision relevant to role. | ✓ |  | AF | ✓ |
| 1.2 | | Positive attitude to working with pupils, staff and parents. | ✓ |  | AF/I | ✓ |
| 1.3 | | An understanding of and commitment to equal opportunities issues both within the school and the community in general. | ✓ |  | I |  |
| 1.4 | | Approachable, lively and well organised. | ✓ |  | I/R |  |
| 1.5 | | A good listener, excellent interpersonal skills. | ✓ |  | I/R |  |
| 1.6 | | Conscientious, honest and reliable. | ✓ |  | R |  |
| 1.7 | | Adaptability to changing circumstances and new ideas. | ✓ |  | I |  |
| 1.8 | | Capacity to see implications beyond the role and make decisions based upon this. | ✓ |  | I |  |
| 1.9 | | A commitment to whole school improvement. | ✓ |  | I/R | ✓ |
| 1.10 | | The ability to establish and maintain excellent relationships with a range of stakeholders. | ✓ |  | I/R | ✓ |
| 1.11 | | Be able to evidence values that support those of the school and Trust. | ✓ |  | AF/I | ✓ |
| 2. | | **Qualifications and Training** |  |  |  |  |
| 2.1 | | NPQH |  | ✓ | AF/CQ |  |
| 2.2 | | Qualified Teacher Status. | ✓ |  | AF/CQ | ✓ |
| 2.3 | | Appropriate qualifications and experience to have credibility with the wide range of staff you will lead and pupils you will support. | ✓ |  | AF/CQ | ✓ |
| 2.4 | | Evidence of continuing professional development. | ✓ |  | AF/I | ✓ |
| 2.5 | | Understanding of current developments in schools and trusts. | ✓ |  | AF/I | ✓ |
| 2.6 | | Training/research leading to further qualification. |  | ✓ | AF/I |  |
| **3** | **Knowledge and Understanding** | |  |  |  |  |
| 3.1 | What constitutes excellence in educational provision and the characteristics of effective schools? | | ✓ |  | AF/I | ✓ |
| 3.2 | Knowledge and experience of the wider school improvement agenda; including knowledge of Teaching Schools (including Learners First), the National College and other relevant bodies. | |  | ✓ | AF/I | ✓ |
| 3.3 | Strategies for raising pupil standards and achievements. | | ✓ |  | AF/I | ✓ |
| 3.4 | Strategies for promoting pupils’ spiritual, moral, social and cultural development. | | ✓ |  | AF/I | ✓ |
| 3.5 | Strategies for promoting equality of opportunity together with knowledge and understanding of the educational needs of a multi-cultural population. | | ✓ |  | AF/I | ✓ |
| 3.6 | Strategies, knowledge and understanding of the measures required to safeguard and promote the welfare of children and young people. | | ✓ |  | AF/I | ✓ |
| 3.7 | Use of comparative data to establish benchmarks and set targets for improvement. | | ✓ |  | AF/I | ✓ |
| 3.8 | Management, including the application of employment law, equal opportunities legislation, personnel issues, and budget management. | | ✓ |  | AF/I | ✓ |
| **4** | **Relevant Experience** | |  |  |  |  |
| 4.1 | Experience at Assistant Headteacher or above. | | ✓ |  | AF/I | ✓ |
| 4.2 | Evidence of success working with the 11 to 16 age group and other groups where appropriate. | | ✓ |  | AF/I | ✓ |
| 4.3 | Ability to lead and develop services policies and practice related to them. | | ✓ |  | AF/I | ✓ |
| 4.4 | Understanding of what makes outstanding teaching and how to promote areas of strength and address areas of weakness. | | ✓ |  | I |  |
| 4.5 | Evidence of the capacity to innovate and sustain new initiatives. | | ✓ |  | I |  |
| 4.6 | Record of successful dealings with parents and pupils. | | ✓ |  | I/R/AF |  |
| 4.7 | Flexibility and confidence to experiment with and expand strategies and resources. | | ✓ |  | I/R/AF |  |
| 4.8 | Experience of leading and managing change. | | ✓ |  | I/R/AF |  |
| 4.9 | The ability to develop and sustain strategic planning. | | ✓ |  | I/R/AF |  |

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|  | **Personal Skills Characteristics** | **Essential** | **Desirable** | **Method of Assessment**  **(List Code Below)** | **Shortlisting Criteria**  **(Tick Below)** |
| 5 | **Skills and Attributes** |  |  |  |  |
| 5.1 | Leadership skills, the ability to lead and manage people to work towards common goals based on raising pupil achievement. | ✓ |  | AF/I | ✓ |
| 5.2 | Decision making skills, the ability to determine strategic actions based on the evaluation of appropriate evidence. | ✓ |  | AF/I | ✓ |
| 5.3 | Communication skills, the ability to make points clearly both verbally and in writing and to engage with the views of others. | ✓ |  | AF/I | ✓ |
| 5.4 | Partnership skills – the ability to collaborate with peers, partners and stakeholders within and beyond the school and Trust. | ✓ |  | AF/I | ✓ |
| 5.5 | Self management, the ability to plan time effectively and to organise self well. | ✓ |  | AF/I | ✓ |
| 5.6 | A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults. | ✓ |  | AF/I | ✓ |
| 5.7 | A commitment to uphold the Nolan Principles for holders of public office. | ✓ |  | AF/I | ✓ |
| 6 | **Personal Circumstances** |  |  |  |  |
| 6.1 | A DBS at the enhanced level. | ✓ |  | DBS |  |
| 6.2 | Exempt from the Rehabilitation of Offenders Act, 1974. (All spent convictions to be declared.) | ✓ |  | AF |  |
| 6.3 | References that confirm suitability to work with children. | ✓ |  | AF/R | ✓ |
| 7 | **Physical Requirements** |  |  |  |  |
| 7.1 | No serious health problem which is likely to impact upon job performance; (that cannot be accommodated by reasonable adjustments). | ✓ |  | I/R |  |
| 7.2 | Good sickness/attendance record in current/previous employment, college or school as appropriate, (not including absences resulting from disability) | ✓ |  | I/R |  |

Key: AF - Application Form, I - Interview, R-References, CQ – Certificate of Qualification

This specification has been prepared in accordance with the requirements of the Equal Opportunities in Employment Policy. We undertake to make any ‘reasonable adjustments’ to a job or workplace to counteract any disadvantages a disabled person may have.

In the event of a large number of applicants meeting the essential criteria, desirable criteria or occupational testing may be used as a further shortlisting tool. Disabled applicants who meet the essential shortlisting criteria will be guaranteed an interview.