



JOB TITLE: Head of School

SCHOOL: Benenden CEP and Goudhurst CEP Schools

GRADE: L5-10

RESPONSIBLE TO: Governing Body

Purpose of the Role:

To work with the Executive Headteacher and other members of the Federation senior leadership team, to plan the school's strategic direction. To lead and manage the school, undertaking the professional duty of the Head of School, as agreed with the Executive Headteacher and the Governing Body.

To achieve success, the Head of School will:

- provide vision, excellent leadership and clear direction empowering all pupils and staff to excel;
- model positive relationships and attitudes towards our pupils, and engage parents, governors and members of the local community in the constant improvement of all that we do;
- effectively manage and improve learning and teaching in the schools;
- promote excellence, equality and set high expectations of all pupils and staff;
- deploy resources effectively to achieve schools aims and targets;
- evaluate school performance and identify priorities for continuous improvement;
- carry out day-to-day management and organisation of the schools;
- create a safe and productive learning environment that is engaging and fulfilling for all pupils;
- maintain the curriculum related areas of the schools' websites, ensuring the content is up to date and statutory requirements are met;
- ensure that the education and interests of our pupils are at the centre of everything we do.

Key tasks:

Strategic direction

- To work with the Executive Headteacher and other members of the Federation senior leadership team, FGB and other key stakeholders to ensure the schools' vision is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school community to translate the schools' vision into agreed objectives that promote and sustain school improvement.
- Demonstrate the schools' values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive environment.
- Ensure all planning takes account of the diversity, values and experience of the schools and their communities.

Leading Teaching and Learning

- Promote the sharing of best practice between teachers and a culture where less than good practice is challenged and improved.
- Maintain a consistent and continuous focus on pupils' achievement and attainment, ensuring that assessment for learning is effective through the school and that all teachers understand and interpret data appropriately.
- Ensure that learning is at the centre of strategic planning and resource management.
- Create and establish a culture and ethos of challenge and support where all pupils can achieve success and be engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Review and update the schools' curriculum to ensure that every child has access to the best educational provision.
- Support the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and school improvement strategies.

Managing the organisation

- Ensure policies and practices take account of national and local circumstances, policies and initiatives.
- Work alongside the Executive Headteacher and other members of the Federation senior leadership team, to manage the schools' financial resources effectively and efficiently to achieve the schools' educational goals and priorities;
- Recruit, retain and deploy staff appropriately and assist in managing their workload to achieve the schools' vision and goals linked to the School Improvement Plan.
- Implement effective performance management (Appraisal) processes with all staff and ensure systems and structures are in place to support progress.
- Manage the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.

Developing self and working with others

- Review own practice regularly and take responsibility for own personal development.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance reviews.
- Treat people equitably and with dignity and respect to create and maintain a positive school culture in line with the school's ethos and values.
- Ensure clear delegation of tasks and responsibilities, so that teams and individuals undertake effective planning, allocation, support and evaluation of work.
- Acknowledge responsibilities and celebrate achievements of teams and individuals to ensure a positive successful culture across the whole school.
- Build a collaborative learning culture within the school and actively engage with other schools/ stakeholders to build effective learning communities.
- Manage own workload and that of others to allow an appropriate work/life balance.

Securing accountability

- Fulfil commitment of contractual accountability to the FGB and the Executive Headteacher.
- Work with the FGB and Executive Headteacher, providing information, objective advice and support, to enable it to meet its responsibilities.
- Develop further and strengthen the schools ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood, agreed, and subject to rigorous review.
- Develop and present a coherent and accurate account of the schools' performance to a range of audiences, including governors, parents and carers.

Strengthening the community

- Build a school culture and curriculum which takes into account the richness and diversity of the schools' communities.
- Ensure learning experiences for students are integrated with the wider community, and that some of these are community-based.
- Collaborate with other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enrich the school and its values to the wider community.
- Co-operate and work with relevant agencies to safeguard pupils.

Christian distinctiveness

- Ensure that the Church of England character of the Schools permeates the work of the schools and the quality of relationships within the schools.
- Ensure that appropriate Christian worship takes place in the school and that religious education is effectively delivered in accordance with relevant policies.
- Support the SIAMS (section 48 inspection of church schools) process through regular monitoring and evaluation of the school as a church school.

Additional responsibilities

- Be an ECT/NQT mentor when necessary;
- Be the Subject Leader for at least one area of the curriculum when necessary;
- Participate regularly in the teaching programme of the school, and by example provide an outstanding professional model as a classroom practitioner;
- Sustain personal motivation and promote good staff morale by displaying a positive and energetic attitude;
- Prioritise and manage own time effectively, particularly in relation to balancing the demands of teaching with commitment to school management;
- Hold the role of a Deputy of Designated Safeguarding Lead (DSL)
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Keeping Children Safe in Education

This federation is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

- Work with governors to ensure that all safeguarding duties are complied with under the relevant legislation.
- Work with governors to ensure that policies, procedures and training in the federation as set out in the current statutory guidance “[Keeping Children Safe in Education](#)”, [DfE, September 2023](#), and “[Working Together to Safeguard Children](#)”, [DfE, December 2023](#) are effective and comply with the law at all times.
- Ensure sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

This job description should be read alongside the requirements of the current publication of the DfE’s School Teachers’ Pay and Conditions Document (STPCD).

Review of job description

- This job description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exclusive definition of the post and the post holder may be required to undertake additional professional duties delegated by the Executive Head Teacher and/or Governing Body, which may be reasonably regarded as within the nature of the duties and responsibilities of the post as defined.
- It may be subject to modification and amendment at any time after consultation with the post holder.

PERSON SPECIFICATION

Essential qualifications and experience

These criteria will be evidenced via certificates, or assessed at interview

- Qualified Teacher Status at first degree level or equivalent
- Substantial and successful teaching experience across the primary-age range in more than one school
- Experience of leadership in a primary school (*preferably a CE school*)

Desirable qualifications and experience

These criteria will be evidenced via certificates, or assessed at interview

- Experience as a deputy or assistant headteacher in a primary school (preferably a CE school)
- Appropriate professional training for a senior leadership role in a school

Essential professional knowledge

These criteria will be assessed at the application and interview stage

- Good knowledge of the primary curriculum
- A good and developing knowledge of how children and adults learn effectively
- A good understanding of different approaches to assessment and tracking, and the use of assessment to raise standards and target intervention
- Good knowledge of performance data and its analysis
- A good knowledge of special educational needs and how they are effectively addressed
- Good knowledge of Ofsted requirements and experience of using teaching observation to improve standards
- A clear understanding of safeguarding requirements and good practice as relevant to schools

Desirable professional knowledge

These criteria will be assessed at the application and interview stage

- You can demonstrate examples of particularly strong or innovative practice in assessment
- You have proven highly successful experience of leadership in English or mathematics

Essential personal attributes

These criteria will be assessed at the application and interview stage

- A positive and optimistic outlook about children and their potential
- An encouraging, but firm, approach to working with colleagues and in teams
- The ability to insist on high standards from children and staff at all times
- A fundamental belief in the ability of all children to achieve highly if well taught
- Confidence with larger audiences, adults and children, and a proven ability to inspire the confidence and trust of others
- An ability to work productively and creatively with others within the school, federation and beyond
- The ability to hold focus on key priorities and not become distracted by other events
- Humility and resilience
- Commitment to uphold the 7 principles of public life (the [Nolan principles](#)) at all times

Essential commitment to partnership / Christian Ethos

These criteria will be assessed at the application and interview stage

- A positive attitude to the Church of England character of this school and a commitment to leading its further development
- Confidence in leading assemblies of a Christian character
- An understanding of how the school's Christian character can be developed across the school to enhance children's experience of it.