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| **THE RYEDALE FEDERATION** |
| **Post Holder** |  |
| **Job Title** | **Head of School, The Ryedale Federation**  |
| **Job Term** | **Permanent, Full Time** |
| **Location** | **Sinnington CP School** |
| **Responsible for** | **Sinnington CP School** |
| **Reporting to** | **Executive Headteacher, The Ryedale Federation** |
| **Effective date**  | **2018** |
| **Salary Range** | **Leadership Pay Spine L4 - L8** |

The schools within The Ryedale Federation are Ryedale School, Helmsley, Kirkbymoorside and Sinnington Primary Schools.

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis, as part of staff Performance Management/Teacher Appraisal.

You may be required to work at any of the schools within the federation at any time or for any period as directed by the Executive Headteacher.

**Main purpose of the job:**

The Head of School (HoS) is based at Sinnington Community Primary School but works for The Ryedale Federation. He/she will have a class teaching responsibility (0.5fte) and strategic leadership of a core curriculum area within the school.

Working with the Executive Head Teacher and Executive Leadership Team the HoS provides leadership for the school, which secures its success and continuous improvement, ensuring high quality education for all its pupils and the highest standards of learning, achievement and behaviour.

The Head of School leads and manages the school on a day-to-day basis and is the first point of contact for all stakeholders and external agencies in matters relating to the school.

## Description of role

The HoS will report to the Executive Headteacher. They will:

* support the Executive Headteacher to set and review the school’s priorities and objectives, leading activity to ensure these are delivered.
* support the Executive Headteacher to ensure that all adult users of the school and site are aware of and adopt safe practices and that all activities comply with current legislative requirements;
* demonstrate exemplary leadership;
* develop, motivate and deploy teaching and non-teaching staff to secure the best possible use of available talent;
* determine and drive appropriate standards and targets to deliver improvement; and
* create an accountable, safe and positive learning environment in which diversity and co-operation are celebrated.

## Responsibilities

The post holder will carry out the duties of the head of school in consultation, where appropriate, with the Executive Leadership Team, school staff and its parents and carers. Specific duties and responsibilities are set out below:

##  1. Curriculum, teaching and learning

* Give priority to developing high quality teaching and learning across the school

## Ensure that learning is at the heart of all decision making

* Ensure that the school works closely with parents and carers, with the community and with other agencies to provide for the academic, spiritual, moral, cultural, social and emotional needs of all children at Sinnington Community Primary School
* Ensure that statutory requirements for the National Curriculum are met and that all children are enabled to access a broad, balanced and relevant curriculum
* Ensure the school environment, including each classroom environment, reflects and supports high quality learning.
* Create a culture and ethos of challenge and support where all children can achieve success, have an appropriate layer of challenge and become engaged in their own learning.
* With the Executive Headteacher ensure that there is an effective system for assessing, recording and reporting of children’s progress
* Maintain a consistent and continuous focus on children’s achievement and attainment, making sure that assessment for learning is good throughout the school and that all teaching staff use data effectively
* Demonstrate and articulate high expectations and set stretching targets for the whole school community.
* Encourage new developments in the curriculum and capitalise on local and national initiatives
* Work with the staff to develop, organise and implement an appropriate curriculum for the school taking into account the needs, experience, interests, aptitudes and stage of development of the pupils and the resources available to the school.
* Monitor and evaluate the standards of teaching and learning in the school and ensure that proper standards of professional performance are established and maintained.
* Develop a culture of coaching and peer support to enable teachers and staff to develop professionally and enable our children and community to succeed
* Ensure that the progress of the pupils at the school is monitored, evaluated and

 effectively recorded. Analyse and use available school based and comparative data to

 assist in raising standards.

##  2. Pupils

* Develop and implement effective policies for ensuring that children’s behaviour is appropriate and supportive to their own learning and the learning of others
* Implement strategies that maintain high standards of behaviour and attendance.
* Develop and maintain a sound practice for the pastoral care of pupils.
* Maintain, review and develop policies and procedures for promoting pupils self-discipline and good behaviour in the context of a proper regard for authority.
* Ensure the maintenance of good order and discipline during the school day,when pupils are present on the school premises or engaged in authorised school activities on and off school premises.

 **3. Staff**

* Participate in the selection and appointment of the teaching and non-teaching staff of the

 school.

* Deploy and manage all the teaching and non-teaching staff of the school and allocate

 particular duties to them in a manner consistent with their conditions of service and the need to ensure a proper work/life balance.

* Delegate, as appropriate and agreed, specified duties of the head of school to senior teachers or other members of staff.
* Ensure that cover is provided for absent teachers, taking account of conditions of service and the availability of supply teachers.
* Ensure that the teachers at the school receive the information they need to carry out their professional duties effectively.
* Supervise and participate in arrangements for the appraisal of the performance of teachers
* Ensure that newly qualified teachers and those returning to work after a break in service have access to adequate support and training in their first year of service or resumed service.
* Exercise responsibility for the supervision and training of teachers during their induction periods.
* Manage the threshold assessment process fairly and undertake the assessment of any eligible teacher who requests it in consultation with the Executive Headteacher.
* Work to identify opportunities for continuing professional development including in house courses, external courses and job related training.
* Ensure that all staff in the school have access to advice and development opportunities appropriate to their needs and report to the Executive Headteacher on the professional development of all staff.
* Provide regular updates to the Executive Headteacher, on staffing and management matter.
* Provide information about the work and performance of the staff employed at the school where this is relevant to their prospective employers.
* Maintain a professional working relationship with organisations representing the teachers and other persons on the staff of the school.

##  4. Resources

* Work with the Executive head teacher and Finance Director to allocate, control and account for the financial and material resources of the school, which are under the control of the head of school and be accountable to the Executive Headteacher for their proper use.
* Be responsible for the organisation and management of staff within the school in accordance with statutory guidance on school teachers’ pay and conditions.
* Work with the Executive Leadership Team to ensure the effective security, supervision and maintenance of school buildings, their contents and the school grounds.

##  5. Relationships

* Make and maintain arrangements for parents to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, so as to promote common understanding of its aims.
* Work with children, parents, governors, the local community and other stakeholders to ensure that they contribute to the evaluation of the school.
* Provide for liaison and co-operation with officers of the local authority and report to the local authority on the discharge of the head of school’s functions as required.
* Maintain liaison with other schools and education establishments with which the school has a relationship.
* Recognise and support the work of the PTA and SIG in supporting school

 initiatives.

* Identify and offer opportunities for approved volunteers to support the work of the

 school in terms of curriculum and extra curricular activities.

##  6. Additional responsibilities

* Arrange for the EHT or member of the ELT to assume responsibility for the

 discharge of head of school responsibilities at any time when they are unavailable.

* Have due regard for local authority and school policies on equal opportunities, health

 and safety and any other relevant area.

* Ensure that all statutory requirements are published upon the school website, including

 the schools aims, values, standards, SEND information and statements relating to pupil

 premium and sports premium expenditure.

* Ensure that the school website and on-line communication tools are regularly updated

 and maintained to a high standard to promote Sinnington CP Primary School within the

 local and regional community.

 Signed …………………………………………………..(Executive Headteacher)

 Date ……………………….

 I acknowledge that I have seen and received a copy of the above job description.

 Signed …………………………………………………(Head of School)

 Date ……………………………………….

# Person Specification

The panel will assess applications against the following attributes.

## Qualifications and training

* Qualified teacher status (as recognised by the Department for Education)
* Successful completion of significant additional study relating directly to the education of primary-aged pupils and/or the management and organisation of a school.
* Participation in recent, relevant in-service training.

## Leadership

* Knowledge and understanding of the role and responsibilities of senior leaders within primary schools.
* Experience of previous or current responsibilities within a successful senior management team. Substantive experience in a head of school, deputy, assistant head or senior teacher role is desirable.
* Experience of successfully leading teams to deliver improvements and initiatives.
* The ability to:
	+ think strategically and to plan effectively in both the short and long term;
	+ embrace, lead and manage change effectively within an organisation;
	+ inspire, motivate and support pupils, staff, parents (and carers), governors and the wider community about the work of a school;
	+ engage effectively and collaboratively with the Executive Leadership Team, encouraging others to do the same;
	+ consult, seek advice and be pragmatic when making decisions;
	+ motivate a body of staff and maintain their resilience in the face of adversity;
	+ communicate effectively with, listen to, and learn from pupils, staff, parents (and carers), ELT and other members of the community;
	+ promote the professional development of all staff.

## Commitment to excellence in education

* Robust knowledge and understanding of recent developments and legislative changes in education and how these impact on the leadership and management of a primary school.
* Substantial and high quality experience of teaching within the early years foundation stage, key stage 1 or key stage 2 of the national curriculum.
* Commitment to raising the academic and personal achievement of pupils significantly and to holding high expectations of all children.
* Understanding of effective assessment in education and its use to promote the academic progression for pupils.
* A proven ability to deliver a differentiated curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs.
* The ability to:
	+ demonstrate a commitment to inclusion, ensuring all pupils have the opportunity to participate in a full range of curricular and enriched extra- curricular activities;
	+ promote a positive ethos and pride in a school and its physical environment together;
	+ develop and maintain high standards of behaviour among pupils;
	+ raise standards and significantly improve achievement;
	+ innovate to make learning inspiring, engaging and fun for pupils.

## Equal Opportunities

* Commitment to promoting, implementing and monitoring equal opportunities across all aspects of the school.

## Management

* Understanding of school self-evaluation and the processes involved in becoming an effective self-evaluating school.
* Understanding of school finance and budgets.
* Understanding of effective performance management processes for staff.
* The ability to:
	+ work co-operatively with a range of external agencies within a local area and beyond;
	+ delegate and manage staff workload effectively;
	+ devise and implement effective measures for the performance of the school using inspection reports, data and research and to keep these measures under systematic review;
	+ use management information systems, in particular, IT systems to drive school improvement.
	+ manage finance efficiently in accordance with the agreed priorities and delegated authority of the school; and
	+ pursue additional funding and resources for the benefit of the school community.