**Head of School required for**

**The Bridge Secondary– part of The Bridge London Trust**

**Salary Grade: L22 – 26**

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| **Post Title:** | Head of School | |
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| **School:** | The Bridge Secondary School |
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| **Responsible to:** | Chief Executive Officer |
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**INTRODUCTION**

The Bridge London Trust places children and young people at the heart of everything we do. Our mission is to improve children and young people’s lives through innovative teaching and integrated approaches.

LINES OF ACCOUNTABILITY

* The post holder reports to The CEO of The Bridge London Trust. They also report on teaching and learning to the school’s Local Governing Body (LGB)

Qualities and Knowledge

Overview

* Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
* Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community
* Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
* Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
* Work with political and financial astuteness, within a clear set of principles centred on the school’s vision, ably translating local and national policy into the school’s context.
* Communicate compellingly the Trust’s vision and drive the strategic leadership, empowering all pupils and staff to excel.

In greater detail:

* To develop and sustain a positive ethos in the school in which individuals feel valued and where personal endeavour and responsibility are encouraged.
* To develop and maintain high morale and confidence, and to set an example of professional standards and leadership.
* To promote a suitable system of pastoral care for pupils and staff, including liaison with and provision for parents, carers and outside agencies
* To maintain good behaviour supported by policies and practices, which promote self-discipline and responsible attitudes
* Ensure the commitment of parents and the wider community to the vision and direction of the Trust
* To foster and promote a sense of community within the school, including relationships with all pupils and parents/carers and to promote strong links between the school and other schools within the Trust and its co-located mainstream schools and the wider community.
* To ensure that the school environment, the grounds, buildings and all furnishings and learning resources are used with care.

Systems and Processes

Overview:

* Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
* 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.
* Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
* Welcome strong governance and actively support the LGB to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Head of School to account for pupil and staff and performance.
* In conjunction with the Central Team exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils’ achievements and the school’s sustainability.
* 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.

In greater detail:

* Together with the Directors and other leadership staff, to set a vision and review and regularly define the values of and aims for the Trust. To promote the Trust’s vision and values in the individual school.
* To have overall responsibility for the deployment of classroom staff
* Create and implement a strategic plan, underpinned by sound financial planning, which identifies the priorities, actions and targets that will ensure the school continues to be outstanding
* To manage and monitor the delegated budget and all resources, human and material, effectively and efficiently
* To lead and co-ordinate the staff in meeting the aims of the school improvement plan, and in meeting the challenge of current and any future legislative changes.
* To develop the school improvement plan and regularly evaluate progress against this, ensuring that the needs of all pupils at the school are met as effectively as possible.
* To develop a risk register and regularly review this to ensure risks are mitigated.
* To ensure the school ensures all relevant health and safety requirements are in place, including statutory training along with the Facilities Manager.
* To work with the Central Finance Team to set the budget for the next 3 years and to monitor the delegated budget throughout the year ensuring there is always a surplus of income over expenditure.
* To promote the development of teamwork and collective responsibility in order to ensure the most effective teaching and learning for all pupils.
* To make appropriate delegation for the day-to-day management of the school to the Assistant Heads and leadership team.
* To review maintain and make a contribution to all policies and to monitor their implementation.
* To liaise closely with Local Authorities, Health and Social Services, and other relevant services and agencies in the statutory and voluntary sector as necessary.
* To work closely with the Heads of School of all schools in the Trust to develop effective working relationships and to share good practice and mistakes.
* To support and be involved in appropriate local, national or international research concerning education and to contribute to and encourage others to contribute to research activities.
* To work closely with the Chair of the Governing Body to share the practice of teaching, learning and assessment in the school.
* To provide a report to each governing body meeting.
* To operate within the Trust’s policies and procedures
* To ensure all staff operate with The Bridge London Trust Code of Conduct.
* To take on the role of the Designated Safeguarding Lead

Pupils, Staff and Curriculum

Overview:

Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work 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, leading to rich curriculum opportunities and pupils’ well-being.

Establish an educational culture of ‘open classrooms’ as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.

Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

Hold all staff to account for their professional conduct and practice

To undertake the role of Designated Safeguarding Lead for the school

In greater detail:

Curriculum

* To ensure the progression and continuity of a wide curriculum offer including meeting the requirements of pupils of the Foundation Stage and each Key Stage of the National Curriculum.
* To lead, develop and maintain a broad and balanced and develop summative assessment systems which clearly evidence the progress children make.
* To maintain and develop effective systems of planning and formative assessment to ensure individual aims and progress are recorded and achieved for each pupil.
* To ensure that the school works effectively with parents and agencies to support learning and development
* To take account of the needs and aptitudes of all pupils through appropriate curriculum planning and evaluation to ensure high standards and optimum achievement including opportunities for nationally recognised accreditation for each pupil, which minimises disadvantages of any kind.

Pupils

* To ensure the highest standards of achievement for all pupils through high expectations and a curriculum designed to produce enjoyable, challenging and exciting learning.
* To support the entitlement of pupils to a broad and balanced curriculum by ensuring quality of access to the whole curriculum for all pupils.
* To identify and provide for the specific needs of all pupils taking account of current legislation including current SEN Codes of Practice.
* To establish a range of extra-curricular activities in order to support achievement and enhance the enriched curriculum.
* To maintain effective support systems for pupils and their families on entry to the school and at the stages of transition.
* To promote and support the positive benefits of living within a culturally and ethnically diverse society.
* To maintain effective support systems for pupils and their families on entry to the school and to promote the well-being and safety of all pupils to include development and monitoring.

of Safeguarding policy and procedures.

Staff

* To participate in, or oversee the appointment of teaching and non-teaching staff to ensure that appointees have the potential to achieve the agreed aims and objectives of the school.
* To lead, motivate and encourage and coach staff to ensure that they have access to suitable advice, education and training appropriate to their professional needs and those of the school as identified in the school improvement plan or in its self-evaluation.
* To support staff in carrying out their work effectively through ensuring there is a programme of regular review and appraisal of their range of duties and in setting appropriate targets and the provision of training

Equal Opportunities

* To ensure the entitlement of all pupils to have an equal opportunity and access to and participation in all aspects of the curriculum.
* To actively promote equality of opportunity in the appointment, management and professional development of all staff.
* To review and develop the school's equal opportunities policy and ensure that it is followed by regular monitoring.

Evaluation, Assessment and Appraisal

* To develop and maintain effective systems of planning, assessment and record keeping, and communication with parents, carers and pupils to ensure that individual aims and progress are achieved.
* To ensure that work of a high quality is promoted and maintained through a programme of regular review, appraisal, target setting, in-service training, monitoring and evaluation.

Designated Safeguarding Lead

Manage referrals

* Refer cases of suspected abuse to the local authority children’s social care as required
* Support staff who make referrals to local authority children’s social care
* Refer cases to the Channel programme where there is a radicalisation concern as required
* Support staff who make referrals to the Channel programme
* Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
* Refer cases where a crime may have been committed to the Police as required.

Work with others

* Liaise with the CEO to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
* As required, liaise with the case manager and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
* Liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
* Act as a source of support, advice and expertise for all staff.

Training

* Undergo training to update knowledge and skills required to carry out the role. This training should be updated at least every two years.
* Undertake Prevent awareness training
* Maintain up to date knowledge through e-bulletins, meeting other designated safeguarding leads, or reading and digesting safeguarding developments at regular intervals, as required, and at least annually
* Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements
* Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
* Ensure each member of staff has access to, and understands, the school‘s child protection policy and procedures, especially new and part time staff
* Are alert to the specific needs of children in need, those with special educational needs and young carers
* Are able to keep detailed, accurate, secure written records of concerns and referrals
* Understand and support the school or college with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation
* Understand the unique risks associated with online safety
* Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

* Ensure the school’s child protection policies are known, understood and used appropriately
* Ensure that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
* Link with the local LSCB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child protection files

* Maintain ordered child protection files with a clear chronology of events
* Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

Availability

* During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

Engaging with others

Overview:

Create an outward-facing school which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.

Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.

Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.

Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people’s lives and to promote the value of education.

In greater detail:

Parents / Carers/ Guardians

* To maintain effective methods of communication and consultation with parents/carers and guardians and to keep them fully informed about all matters relating to the education of their children including off site and extra-curricular activities and to seek to extend parent’s knowledge and involvement with the school
* To manage effectively, the positive, two-way. relationship linking home and school in a supportive working partnership, in order to ensure parents are encouraged and valued in promoting children's' learning
* To promote positive relationships with parents linking home and school in a supportive working partnership to maximise the education of their children.
* To ensure that the school promotes effective links with the local community, health, social services and other agencies.

Networks

* To maintain effective links with local schools and with voluntary organisations and support groups.
* To ensure effective liaison with the LA, its officers and advisers and other Council departments.
* To provide support and advice to other schools in the LA about the inclusion of pupils with special educational needs as appropriate.
* To develop and maintain links with the many other groups, which provide support or offer opportunities or other resources to the school.
* To maintain an active involvement in the Challenge Partner network and facilitate the quality assurance review once per year

**PERSON SPECIFICATION**

Qualifications

* Relevant degree and evidence of continuing professional development.

Experience

* 10 years successful professional experience in a relevant area of work.
* Proven successful leadership and management experience.

Personal Qualities

* Evidence of the strong personal and intellectual qualities required to set an example to others and to lead a team of staff within a school, to work co-operatively with education services, health and social services and other statutory and voluntary agencies.
* Evidence of an ability to involve the community fully, in order to enhance the life chances of all pupils.

Commitment to Excellence

* Evidence of a commitment to excellence and to the maximising of educational and personal achievement for all pupils taking into account their varied abilities and special educational needs as appropriate.

**KNOWLEDGE, SKILLS AND ABILITIES**

Leading and Managing

* Evidence of a clear vision about the future development of the school within the overall vision of the Trust, and the ability to build on its strengths in order to ensure that improvements continue.
* Evidence of effective and successful staff management, including team building and staff development
* Understanding of and ability to promote inclusion.
* Ability to deal effectively with a range of complex administrative tasks and coordinate the work of multi-agency contributions to the school.

Teaching and Learning

* Proven success with enabling pupils to realise their educational and social potential.
* Evidence of detailed knowledge of differentiated teaching, evaluation processes and multi-agency collaboration to promote the effective learning of all pupils
* Evidence of contributions to research and/or publications

Educational Developments

* Evidence of a thorough knowledge of the current major curriculum issues, as well as of recent educational developments and important legislative changes, together with an understanding of their significance for the management and leadership of the School.

Performance Review

* Evidence of the ability to implement measures for the performance of the school, and to keep these measures under systematic review.
* Evidence of experience of performance management, and of supporting and managing staff.

Assessment and Record Keeping

* Evidence of knowledge and understanding of effective assessment processes and of record keeping and their use to promote the educational and personal development of all children and young people in the school.

Equal Opportunities

* Evidence of a commitment to equal opportunities policy both in service delivery and employment and an understanding of its effective operation within a school.

Behaviour and Ethos

* Evidence of the ability to sustain a calm and positive ethos, and well-ordered and self-disciplined behaviour throughout the school.

Communications

* Evidence of the ability to communicate clearly both orally and in writing with pupils, parents, governors, education services, health and social services and other statutory and voluntary sector agencies.

Information and Communication Technology

* Proven ability to use ICT for educational, communication and monitoring purposes.