

## HEAD OF SCHOOL, HORIZONS ACADEMY BEXLEY

In addition to the Conditions of Employment for Deputy Head Teachers laid down in Part 10 of the School Teachers' Pay and Conditions Document 2008 (section 2, paras 65 to 67), to:

### **Strategic**

- Provide the leadership and management which promotes the highest possible standards of achievement, endeavour and personal qualities throughout the Federation community
- To take corporate responsibility for the organisation, administration, management and finance of Horizons Academy Bexley on a day to day basis.
- To support, advise and work in partnership with the Executive Head Teacher, as a member of the Senior Leadership Team, in all matters relating to the efficiency and effectiveness of the whole Federation, and to lead the Federation in targeted improvement strategies
- Undertake, to the extent required by the Executive Head Teacher or Governing Body, the professional duties of the Executive Head Teacher in the event of their absence from the Federation
- contribute to, communicate and champion the Federation's vision which expresses the core values and purpose
- Contribute to the provision of agreed objectives and operational plans that implement the Federation's vision
- To be involved in the selection and management of staff, and work with the Executive Head Teacher on ensuring the performance management cycle motivates staff to create a shared learning culture and collaborative vision.
- To ensure that all members of the Federation community contribute to its positive ethos.
- To work with the Executive Head Teacher on developing the services and support for mainstream schools which are effective in reducing permanent exclusions and promote inclusive practices.

### **Teaching and Learning.**

- Ensure a continuous and persistent focus on pupils' achievement, using data and benchmarks to monitor progress, challenge underachievement and plan interventions
- Ensure learning and teaching are effectively creative and focused on pupil, cohort, school and whole Federation targets.

- To set high expectations of attendance for pupils and implement strategies to ensure attendance levels are comparable to mainstream schools.
- Set high expectations and stretching targets for the whole Federation community
- Monitor and evaluate National and Local Strategies and comment on their appropriateness for the Federation
- Work with the Executive Head teacher on tackling under-performance at all levels of the Federation community

### **Develop Self and Others:**

- Develop and maintaining effective policies and procedures for, staff induction, professional development and performance review
- Ensure effective planning leads to high quality learning and to evaluate the work of teams and individuals against those plans
- Regularly review own practice, set challenging personal targets and be a role model for professional development

### **Securing Accountability**

- Maintain a Federation ethos which ensures that all areas of the Federation are clear in their purpose and match their individual remits whilst still allowing for an element of flexibility to meet local need.
- Ensure individual staff accountabilities are clearly defined, understood and agreed within the Federation.
- Ensure high levels of staff attendance and performance, using agreed policies to address weaknesses in a timely manner.
- Ensure every individual pupil has access to high quality teaching and learning

### **Strengthening Community**

- Build partnerships with local schools and other educational and training providers to ensure that all children and young people are provided with the best offer to match their needs.
- Develop systems which promote inclusion and give clear messages about the respite framework and partnership working.
- Contribute to systems which support the internal community through close working with the Head of Outreach to ensure pupils access the PRU appropriately and are able to move on within agreed timescales with support.
- Develop quality assurance systems for the commissioning of alternative provision and lead on a quality framework for the PRU and Local Authority.
- Ensure a range of community-based learning experiences by making the community an integral part of school life and vice-versa

- Promote positive strategies for challenging prejudice in all its forms
- Collaborate with other agencies to ensure pupil and community needs are met

### **Organisation**

- Ensure that timetables, rotas and resource allocation reflect the needs of and contribute to the smooth running of the Federation
- To organise for all staff to have regular and planned meetings, led by you or through effective delegation of responsibilities to enable staff to grow and develop.
- To maintain and promote high standards of behaviour and consistent disciplinary procedures as set out in the Federation's Behaviour & Anti-Bullying Policy.
- To work with the Executive Head Teacher on meeting with individual staff in order to identify and monitor pupil progress, to agree action plans and promote targeted improvements.

### **Administration**

- To work with the Executive Head Teacher to formulate the termly Report to Governors.
- To work with the Executive Head Teacher on the School Improvement Plan and its strategic links to the three year budget plan.
- To work with the Federation Bursar and school Finance Officer on preparing the budget and supporting approved financial systems within the school as well as across the Federation.
- To work with the Executive Head Teacher to ensure that the Federation's SEF alongside the school SEF is kept fully updated as a result of detailed self-evaluation
- Provide information and data regarding all pupil groups to the Executive Head Teacher, LA, and the Department for Children, Schools and Families and governors as required.

### **Liaison**

- To meet with parents and carers, as appropriate, when needed.
- Liaise with all outside agencies, as appropriate, to support pupils and staff including attending Case Conferences and core groups etc., when working with Social Care.
- To ensure the Federation meets its statutory obligations in relation to Child Protection and LAC procedures.

### **Monitoring & Evaluation**

- To establish a monitoring schedule for teaching and learning where teaching, progress and assessment are triangulated and standards are improved through strategic planning.
- To lead on weekly learning walks and develop monitoring in response to areas identified through observation and data.
- To ensure the systematic monitoring outcomes are compiled centrally.
- To work with the Executive Head Teacher to plan for staff training on a range of achievement issues and other related aspects identified through self evaluation
- To provide such additional duties as may be appropriate, following consultation with the Executive Head Teacher.

Signed ..... Date .....

**NEW HORIZONS FEDERATION  
(LONDON SOUTH EAST ACADEMIES TRUST)**

**APPOINTMENT OF HEAD OF SCHOOL (HORIZONS ACADEMY  
BEXLEY)**

<b>APPOINTMENT CRITERIA</b>	<b>Assessed From</b>
<p><b>Strategic Perspective</b></p> <ul style="list-style-type: none"><li>• Commitment to and understanding of the pursuit of excellence and how to move forwards, continually raising standards of achievement, endeavour and behaviour for all children.</li><li>• Through strategic leadership, to maintain and develop further a culture in which all members of the school community are excited, engaged and motivated by learning.</li><li>• Experience and understanding of school improvement and the ability to develop and implement this with the effective involvement of all key stakeholders, including governors.</li><li>• Demonstrate commitment to ensuring the ethos and values of the Federation permeates the school and insisting on the highest standards of behaviour for all.</li><li>• A commitment to safeguarding, promoting children's welfare, diversity and inclusion.</li><li>• To be able to further develop the school as a range of support packages to local schools.</li><li>• Embrace the use of ICT to support strategic school management and curriculum development.</li></ul>	

APPOINTMENT CRITERIA	Assessed From
<p data-bbox="161 423 564 456"><u>Leadership and Management</u></p> <ul data-bbox="161 495 1134 1480" style="list-style-type: none"> <li data-bbox="161 495 1134 562">• To be able to inspire the school community to achieve the very best provision and outcomes for all pupils.</li> <li data-bbox="161 595 1134 663">• To have the ability to develop and maintain a clear and coherent vision for the school and to lead and motivate others to plan for and deliver it.</li> <li data-bbox="161 696 1134 831">• To be able to ensure rigorous and extensive monitoring, searching analysis and self-challenge that results in exceptionally well-focussed and successful school improvement within the school and across the Federation</li> <li data-bbox="161 864 1134 931">• An ability to motivate staff across all experience levels and develop high performing teams, delegating appropriately.</li> <li data-bbox="161 965 1134 1066">• To have the drive, energy, perseverance and sensitivity to identify, anticipate and deliver required change successfully and to maintain continuous improvement.</li> <li data-bbox="161 1099 1134 1167">• Experienced in the robust application of performance management, staff professional development and learning improvement programmes.</li> <li data-bbox="161 1200 1134 1267">• An understanding of financial management and planning with a proven ability to optimise the use of resources to support learning successfully.</li> <li data-bbox="161 1301 1134 1368">• Ability to monitor and evaluate the quality of teaching and learning in order to raise standards and maximise pupil progress.</li> <li data-bbox="161 1402 1134 1469">• Successful implementation and monitoring of measures that promote and ensure the safeguarding of children</li> </ul>	
<p data-bbox="161 1581 381 1615"><u>Communication</u></p> <ul data-bbox="209 1648 1134 1749" style="list-style-type: none"> <li data-bbox="209 1648 1134 1749">• To be an effective communicator in order to meet the needs of different situations and audiences across the school and wider community.</li> </ul>	

APPOINTMENT CRITERIA	Assessed From
<p><u>Professional Expertise</u></p> <ul style="list-style-type: none"> <li>• Experience of the effective management of resources</li> <li>• To have a thorough knowledge and understanding of relevant Key Stages</li> <li>• Experience of managing change and evidencing outcomes.</li> <li>• Experience of working within or closely with a successful alternative provision service.</li> <li>• To have a good understanding of recent curricular and educational developments, including strategies for improvement in pupil attainment across the curriculum.</li> <li>• Ability to analyse statistical data to inform planning and development of strategies for raising pupil achievement and further accelerating pupil progress</li> <li>• Evidence of effective appointment and personnel management</li> <li>• To work with integrity and dedication, showing persistent enthusiasm in all aspects of school life.</li> <li>• Experience of working with effectively with school governors, other agencies, parents and the community.</li> </ul>	
<p><u>Experience and training</u></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• NPQH.</li> <li>• A suitably experienced school leader able to demonstrate a commitment to professional development</li> <li>• At least three years as a successful senior manager and experience of imbedding improvement within an alternative provision setting.</li> <li>• Evidence of successful implementation of strategies for raising achievement and promotion of spiritual, moral, social and cultural development and pupil well-being.</li> <li>• Evidence of a commitment to personal professional development over the last five years.</li> </ul>	

<ul style="list-style-type: none"> <li>• Evidence of highly effective teaching and assessment methods.</li> </ul>	
APPOINTMENT CRITERIA	Assessed From
<p><b><u>Personal Qualities ( Emotional Intelligence)</u></b></p> <p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li>○ Emotional self-awareness</li> <li>○ Accurate self-assessment</li> <li>○ Self-confidence</li> </ul> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>○ Emotional self control</li> <li>○ Ability to adhere to consistent boundaries</li> <li>○ Resilience</li> <li>○ Transparency</li> <li>○ Adaptability</li> <li>○ Achievement orientation</li> <li>○ Initiative</li> <li>○ Optimism</li> </ul> <p><b>Social awareness</b></p> <ul style="list-style-type: none"> <li>○ Empathy</li> <li>○ Organisational awareness</li> <li>○ Service orientation</li> </ul> <p><b>Relationship management</b></p> <ul style="list-style-type: none"> <li>○ Developing others</li> <li>○ Inspirational leadership</li> <li>○ Influence</li> <li>○ Conflict management</li> <li>○ Team work and collaboration</li> <li>○ Approachable</li> <li>○ Excellent communicator</li> <li>○ Confident and competent</li> <li>○ Motivator and innovator</li> <li>○ Personal commitment to quality and excellence</li> <li>○ Able to work effectively with all stakeholders</li> <li>○ Able to negotiate effectively to further the school's objectives</li> <li>○ Committed to equal opportunities</li> </ul>	