



JOB DESCRIPTION

ACTING STEP HEAD OF SCHOOL

Job Purpose

With the Executive Headteacher:

- Implement the vision of STEP Academy Trust and provide effective leadership for a member Academy, inspiring and motivating those engaged in the activities of teaching and learning;
- Create and maintain a culture of continuous improvement and success, and a high standard of education for all;
- Represent the Academy and act as an advocate for its mission and values, forming and developing effective partnerships within and beyond the Trust;
- Promote and model the Academy mission, vision and values, and successfully implement the Board of Trustees' policies;
- Create a learning environment in which the resources of the Academy are effectively managed to secure the achievement of both children and staff.
- Work with the Executive Headteacher and CEO of the Trust, providing high quality professional leadership, ensuring the highest standards of teaching, learning and achievement;
- Day-to-day management of children, staff, resources and buildings;
- Contribute to the wider success of the Trust through membership of the Senior Leadership Team.

Key Responsibilities

With the Executive Headteacher:

- Work with the STEP Board of Trustees and the Academy Committee to develop and communicate a clear strategic vision for the successful development of the Academy;
- Motivate and empower others to carry this vision forward;

- Ensure sustainability is integrated across all areas, using as many of the Academy's resources as possible;
- Model the values and vision of the Academy and STEP Academy Trust;
- Develop a fully costed, annual strategic plan, which drives school improvement;
- Lead curriculum development and innovation, ensuring a creative, inspiring curriculum fit for the 21st Century.

Leadership of Teaching, Learning and Assessment

With the Executive Headteacher:

- Ensure the quality of teaching and learning is at the centre of strategic planning;
- Ensure a planned annual cycle of assessment, monitoring and evaluation across the Academy;
- Demonstrate and articulate high expectations, setting aspirational targets for all;
- Ensure a consistent and continuous approach to monitoring children's progress, using data and benchmarks to identify individual and group achievement;
- Ensure the implementation of effective intervention and support programmes, the impacts of which, are regularly reviewed and evaluated;
- Implement approaches that develop children's understanding of themselves as active learners;
- Implement strategies that promote high standards of behaviour and attendance;
- Monitor, evaluate and review classroom practice, promoting strategies to ensure that the highest standards of teaching and learning are maintained;
- Challenge under-performance at all levels.

Managing the Academy

With the Executive Headteacher:

- Develop and sustain an organisational structure, which raises standards and ensures that the Academy functions effectively;
- Manage the Academy on a day-to-day basis ensuring that Trust policies, including those relating to safeguarding and health & safety are fully adhered to;

- Manage the Academy's financial and human resources in line with relevant policies to ensure efficiency in achieving the Academy's educational goals and priorities;
- Ensure that policies and practices take account of national and local circumstances and initiatives;
- Work with the Executive Headteacher and senior colleagues to recruit, retain and deploy staff to achieve the vision and goals of the Academy and Trust;
- Advise the Executive Head Teacher on the performance, competence and capacity of staff;
- Undertake responsibilities as defined in health and safety policies and ensure that appropriate risk assessments are undertaken.
- Manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money;
- Undertake responsibility for promoting and safeguarding the welfare of children.

Financial Management

With the Executive Headteacher:

- Work on appropriate priorities for expenditure, allocating funds effectively within the context of the annual budgetary cycle and Academy improvement priorities;
- Work with the School Business Advisor and the Trust's Chief Finance & Operations Officer to manage agreed budgets, ensuring effective administration and value for money;
- Support the Academy and Trust in securing additional resources to aid Academy improvement.

Leading and Managing Staff

With the Executive Headteacher:

- Carry out, through line management or direct responsibility, the performance reviews of all staff and all relevant arising actions;
- Deal effectively with staff under-performance, in line with relevant policies;
- Liaise with the Executive Team in the recruitment and selection of teaching and support staff;
- Provide support in creating and maintaining good working relationships amongst all members of the Academy community;

- Motivate and support staff by identifying and addressing areas for development and building on their strengths to support Academy succession planning;
- Promote the highest standards of courtesy and mutual respect amongst all members of the Academy community;
- Ensure that all staff carry out their professional duties in accordance with their job description and national guidance and regulations;
- Encourage initiative, team work and working in partnership;
- Develop and strengthen leadership across the Academy.

Securing Accountability

With the Executive Headteacher:

- Develop and present a coherent and accurate account of the Academy's performance to a range of audiences including the Executive Team, Board of Trustees, Academy Committee and parents and carers;
- Provide suitable reports for, and be present at, all Academy Committee meetings;
- Develop an Academy 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;
- Effective fulfilment of all responsibilities outlined within this document.

Strengthening Community

With the Executive Headteacher:

- Build a culture and curriculum, within the context of the Academy's vision, which takes into account the richness and diversity of the local and wider communities;
- Collaborate with other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of children and their families;
- Maintain and develop effective partnerships with parents and carers to support and improve children's achievement and personal development;

- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enrich the children’s experiences;

Safeguarding

With the Executive Headteacher:

- Ensure that all safeguarding policies and practices fully meet the latest national guidelines and are published as required;
- Ensure all staff are fully trained and aware of their particular responsibilities;
- Cooperate and work with relevant agencies to protect children.

National Standards for Head Teachers

The Acting Head of School will carry out his/her professional duties in accordance with, and subject to, the National Conditions of Employment for Head Teachers, and Education and Employment legislation.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holder’s professional responsibilities and duties.



ACTING STEP HEAD OF SCHOOL PERSON SPECIFICATION

	Essential	Desirable
Qualifications and Professional Development	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of Continuing Professional Development relating to school leadership/curriculum development 	<ul style="list-style-type: none"> • NPQH or further professional qualification
Experience	<ul style="list-style-type: none"> • Successful leadership experience to at least Deputy/Assistant Head level • Successful teaching experience within the EYFS/Primary age range 	<ul style="list-style-type: none"> • Advanced Skills/Leading Practitioner status
Strategic Leadership	<ul style="list-style-type: none"> • Ability to provide clear educational vision and direction • Ability to inspire and motivate all stakeholders • Evidence of developing effective strategies for school improvement • High level of involvement with school improvement planning • High level involvement in monitoring and evaluation procedures leading to clear impact • Ability to work in partnership with senior leaders and governors • Ability to set challenging targets for children and staff • Ability to analyse and use pupil data on attainment and progress to raise standards • Secure knowledge of the Ofsted Framework • Understand the principles of effective teaching and learning 	<ul style="list-style-type: none"> • Strategic Leadership experience across EYFS, KS1 and KS2 • Use of assessment data management systems to improve standards • Successful experience of integrating British Values into school life
Leading Teaching and Learning	<ul style="list-style-type: none"> • Successful experience of monitoring, evaluating and improving the quality of teaching and learning • Understanding the role and impact of assessment in children's learning 	

	<ul style="list-style-type: none"> • Secure knowledge of statutory requirements relating to curriculum and assessment • Experience of leading curriculum innovation • Successful experience of developing effective learning behaviours 	
Leading and Managing Staff	<ul style="list-style-type: none"> • Ability to lead, manage and motivate across the school community • Ability to establish positive working relationships • Ability to plan, allocate, delegate, support and evaluate work undertaken by individuals and teams • Successful experience of identifying the need for, and leading, in-service training • Significant experience of taking a lead role in performance management of staff including leading lesson observations • Experience of dealing with staff when performance gives cause for concern 	<ul style="list-style-type: none"> • Experience of working with governors
Managing Resources	<ul style="list-style-type: none"> • Successful experience of managing budgets • Ability to manage, monitor and review available resources, ensuring value for money 	<ul style="list-style-type: none"> • Budgetary management at whole school level • Experience of recruiting and deploying staff
Personal Skills and Qualities	<ul style="list-style-type: none"> • Strong commitment to raising standards • High expectations of self and others • Ability to establish and maintain positive relationships, including with parents • Ability to remain positive and enthusiastic, including when under pressure • Good communication skills • Empathy with children 	<ul style="list-style-type: none"> • Effective computing skills for both teaching and management