

 Job Description

 Head of Junior School

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| **Job Purpose** | * **To lead and manage the Junior School on behalf of the Head, so that all pupils have the best possible care, have access to a broad and balanced curriculum and achieve the highest standards, in line with the ethos of the school.**
* **As part of the Whole School Senior Leadership Team, contribute to whole school management**
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| **Accountable to:** | **The Head** |
| **Responsible for:** | **The Junior Leadership Team**  |
| **Accountabilities** | **1. Policy/Strategic Direction and Development**1. Create and communicate a shared vision within the Junior School, which expresses the core values of the whole school, is responsive to local factors, and which motivates and inspires others.
2. Translate the whole school vision into agreed objectives within the Junior School (to include the formulation and implementation of the Junior School Development Plan).
3. Contribute to whole school policy development as required by the Head.
4. Take lead responsibility for policy development and implementation in relation to all primary education phases and key stages (EYFS-KS2). Keep policies under review, making recommendations for change in order to ensure the school’s developing needs are met.
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|  | **2. Teaching and learning**1. Promote excellence and innovation in teaching and learning in the Junior School, ensuring a continuous and consistent phase focus on pupils’ achievement and development (moral, spiritual, physical and social, as well as academic).
2. Establish and keep updated a curriculum which is innovative, creative, appropriate to the age and stage of the pupils, and informed by current knowledge and best practice, in order to develop the potential of all pupils and equip them with the necessary skills required in the 21st century (including the use of ICT).

 1. Be the lead practitioner in the Junior School in establishing creative and effective approaches to learning and teaching, with high expectations of self and others.
2. Monitor, evaluate and review classroom practice throughout the Junior School; celebrate and promote excellence, challenge under-performance and ensure appropriate action (in consultation with the Head).
3. Ensure that individual pupil progress is regularly assessed, recorded, reported to parents and utilised effectively to inform teaching and learning.
4. Ensure strategies are in place to identify and provide appropriately for particular needs, e.g. the more able, SEN.
5. Ensure pupils have fun, enjoy their learning and have opportunities to share their knowledge and understanding with their peer, teachers and parents.
6. Ensure pupils have access to a rich and varied extra-curricular programme.
7. Create a ‘seamless’ educational experience as pupils transfer across phases at key transition points and ensure the effective liaison between Junior and Senior school staff, in relation to Year 6 to 7 transfer and specialist subject teaching.
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|  | **3. Pastoral Care**1. Act as Lead DSL in Junior School and liaise with the Whole School DSL regularly to ensure quality of provision across school and effective safeguarding of pupils at all times.
2. Ensure effective systems are in place to support the physical, mental and moral safety, wellbeing and welfare of all pupils (including before- and after-school provision and holiday care).
3. Consult with experts/agencies (internal and external) as appropriate and address any concerns with sensitivity and diplomacy, keeping the Head informed as appropriate.
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|  | **4. Leadership and Management of self and others**1. Lead the work of the Junior School Leadership Team and relevant stakeholders to help achieve the school’s vision.
2. Lead and manage the Junior School, recruiting, inducting, developing, deploying, motivating and appraising members of the Junior School to make the most effective use of their skills, expertise and experience, to ensure that they have clear expectations of their roles, and that high performance standards are achieved and maintained.
3. Manage day to day operational requirements, delegating as appropriate, to ensure the efficiency of the Junior School.
4. Ensure the school’s vision is understood by all Junior School staff (teaching and support), with clear targets for development and outcomes evaluated in fulfilling these aims.
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|  | **5. Communications, Marketing and External Links**1. Working in consultation with the school’s Director of Marketing, implement a range of robust and innovative marketing strategies in the Junior School, to ensure its attractiveness in the wider market and secure optimum pupil numbers; seek opportunities to promote the Junior School at every opportunity.
2. Build successful relationships and partnerships with parents and other members of the community, to ensure an excellent local reputation of the Junior phases, and to promote the GDST.
3. Manage the admissions and assessment processes for prospective pupils in the junior phase in accordance with agreed guidelines.
4. Develop amongst Junior School staff an outward perspective and personal commitment to promotion of the school.
5. Build wider links, with both across the GDST and beyond, to ensure that national and international perspectives feature in the school’s work.
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|  | **6. Management of resources**1. Organise a relevant and age-appropriate timetable for the junior school; analyse staffing requirements to ensure optimum benefit to pupils, within budgetary constraints.
2. Monitor and control the Junior School’s allocated budget and purchasing arrangements, to ensure the efficient and effective use of all resources.
3. Identify future resourcing needs and aspirations for the Junior School for consideration in the school budget planning process.
4. Ensure that all resources are fit for purpose and used in accordance with health and safety guidelines on The Hub.
5. Ensure that there is appropriate risk management throughout the Junior School, including school visits, activities, clubs and competitions.
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|  | **6. Training and Development of Self and Others*** 1. Develop and maintain a culture of high expectation for self and others within the Junior School.
	2. As a lead professional, regularly review own practice, set personal targets and take responsibility for own continuous professional development.
	3. Ensure that training needs within the Junior School are identified, appropriately met (with due regard to whole school initiatives), and that all members of the Junior School are active in their own personal and continuous professional development.
	4. Ensure that induction arrangements for new staff (including those for ECT’s and students) make them feel welcomed and appropriately briefed to undertake their responsibilities.
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|  | **7. Monitoring and Evaluation**1. Ensure rigorous and effective systems of monitoring and evaluating the work of the Junior School are in place and used to inform future teaching, including the effective use of end of Key Stage/phase and internal data.
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|  | **8. Supporting the work of the GDST**1. Develop strong, positive relationships with GDST colleagues, contribute to collaborative work cross GDST Schools and support other staff in participating in GDST work in order to share best practice.
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| **General requirements** | All school staff are expected to:1. Work towards and support the school vision and the current school objectives outlined in the School Development Plan.
2. Contribute to the school’s programme of extra-curricular activities.
3. Support and contribute to the school’s responsibility for safeguarding students.
4. Work within the school’s health and safety policy to ensure a safe working environment for staff, students and visitors
5. Work within the GDST’s Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective.
6. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
7. Engage actively in the performance review process.
8. Adhere to policies as set out in the GDST Council Regulations, The Hub and GDST circulars.
9. Undertake other reasonable duties related to the job purpose required from time to time.
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| **Review and Amendment** | This job description should be seen as enabling rather than restrictive and will be subject to regular review.  |

**Person Specification**

**Skills Required**

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| Enthusiastic, inspirational and confident leader, possessing drive, energy and commitment; have a presence which engenders confidence and respect from pupils, staff and parents; leads by example | Essential |
| Proven ability to inspire pupils | Essential |
| Outstanding interpersonal and communication skills, (verbal and written); Ability to handle sensitive situations with tact and diplomacy  | Essential |
| Ability to prioritise own work load, manage a varied workload and delegate appropriately | Essential |
| Strategic thinker; able to articulate and share school vision and identify steps which need to be taken to fulfil identified aims | Essential |
| IT literate and understanding of the role of ICT across the curriculum | Essential |
| Ability to make firm decisions when required | Essential |
| Commitment to the highest standards of education and pastoral care for all pupils | Essential |
| Strong analytical and problem-solving abilities  | Essential |

**Knowledge Base**

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| Outstanding primary practitioner, with strong knowledge and understanding of child development, the primary curriculum and principles of good practice; child-centred philosophy and approach | Essential |
| Knowledge of current educational thinking, initiatives, issues and matters of pedagogy | Essential |
| Knowledge and understanding of Safeguarding procedures | Essential |
| Ability to make secure judgements about the quality of teaching and learning | Essential |

**Qualifications/Attainment**

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|  | Level |  |
| Degree |  | Essential |
| Appropriate teaching qualification |  | Essential |
| Evidence of further educational or management qualification e.g. MA, NPQH |  | Desirable |

**Experience**

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| Relevant leadership and management experience in an educational setting (in a middle or senior management position) | Essential |
| Experience in more than one school and location | Desirable |
| Experience in managing change | Desirable |
| Experience of carrying out staff review and target setting | Desirable |

**Attitude/approach**

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| Honesty and integrity | Essential |
| Able to demonstrate adaptability and flexibility | Essential |
| Approachable | Essential |
| High expectations of oneself, as well as of others,  | Essential |
| Ability to remain calm in sensitive or potentially volatile situations | Essential |
| Ability to listen and make reasoned and informed judgements | Essential |
| Holds a strong vision, and has the necessary skills and attributes in order to fulfil that vision | Essential |