

Job Description

Job title:	Head of School
Responsible to:	Executive Headteacher
Salary	L12 - 18
Location:	Roseberry Primary School

Overview of the role:

The Head of School will provide inspirational and rigorous operational leadership at **Roseberry Primary School**, ensuring excellent standards of education, inclusion, and personal development. The postholder will implement the strategic direction set by the Executive Headteacher, driving school improvement through effective leadership of teaching and learning, pastoral care, and stakeholder engagement.

Key Responsibilities:

Leadership and Management

- Lead the day-to-day running of **Roseberry Primary School**, ensuring high standards across all operational functions.
- Translate the Trust's and Executive Headteacher's strategic vision into actionable school priorities.
- Monitor and evaluate school performance through data analysis, quality assurance, and staff performance.
- Work closely with senior leaders to maintain a culture of ambition, accountability, and improvement.
- Ensure all statutory responsibilities (safeguarding, SEND, curriculum, assessment, etc.) are met i

Teaching, Learning and Curriculum

- Secure excellent teaching and learning across the school, underpinned by robust pedagogy and **evidence informed** practice.
- Monitor and evaluate pupil progress and attainment, implementing strategies for improvement where necessary.
- Develop and maintain effective links with the community, including business and industry, to extend the curriculum and enhance teaching and learning.



- Lead the implementation of a broad, balanced, knowledge-rich curriculum with coherent progression.
- Ensure curriculum and teaching meet the needs of all pupils, including those with SEND and disadvantaged backgrounds.
- Embed strong assessment practice that informs teaching, tracks progress and identifies intervention needs.

Staff Development and Capacity Building

- Lead and support high-performing teams, ensuring strong staff morale, professional growth, and retention.
- Deliver high-quality CPD and develop leadership capacity through coaching and mentoring.
- Implement rigorous performance management systems with a focus on professional standards and pupil outcomes.
- Promote staff wellbeing and actively monitor workload to protect work-life balance.
- Contribute to the development of collaborative approaches to learning within the Trust.

Behaviour, Culture and Safeguarding

- Champion a positive, inclusive school culture that reflects **Roseberry Primary School's** values and ethos.
- Lead behaviour for learning systems that are consistent, fair, and aspirational.
- Act as the Designated Safeguarding Lead (DSL) or support the DSL function, ensuring a culture of vigilance.
- Drive attendance and punctuality, ensuring pupils are safe, happy, and ready to learn.

Parental and Community Engagement

- Build strong relationships with parents, carers, and the wider school community.
- Provide clear communication on school priorities, pupil progress, and how parents can support learning.



Collaborate with external agencies and local partners to enhance provision and pupil opportunities.

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Teachers' Pay and Conditions. The postholder is expected to work to the best of their ability, to be diligent, honest, and ethical in the performance of duties and to conduct personal and professional life to the highest standard such that public confidence in their integrity is sustained.
2. This job description does not form part of the contract of employment and is not a comprehensive definition of the post. The duties of this post may vary from time to time according to the needs of the school/Trust following consultation with the job holder. It will be reviewed periodically.
3. The postholder is expected to participate and engage with workplace learning and development opportunities to continually improve their own performance.
4. You are expected to take reasonable care of your own health and safety and to be mindful of the safety of others, to cooperate with instructions, to minimise and mitigate potential hazards and risks to others and to appropriately report hazards, illnesses or injuries in accordance with our Health & Safety Policy.

Safeguarding:

At Extol Trust we are committed to ensuring the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We adopt a robust, fair, and consistent recruitment process which is in line with Keeping Children Safe in Education guidance. This includes online checks for shortlisted candidates. All offers of employment are subject to an Enhanced DBS check, references, and where applicable, a prohibition from teaching check, and you are required to complete them and advise us immediately should you subsequently be convicted of an offence.

Equality, Equity, Diversity and Inclusion:

At Extol Trust, we want all of our employees to feel included bringing their passion, creativity and individuality to work. We value all cultures, backgrounds and experiences, and we truly believe that diversity drives innovation.



Person specification

Qualifications and experience

Essential

- Qualified to degree level or above.
- Qualified teacher status.
- Proven track record of successful senior leadership
- Experience of leading school improvement and raising standards

Desirable

- Evidence of recent professional development related to teaching and learning and/or educational leadership e.g. specialist or leadership NPQH.
- Experience of working within or across a Trust

Knowledge and skills

Essential

- A strong classroom practitioner - with a proven track record of achieving excellent progress and outcomes for all children, regardless of their prior attainment, needs or background.
- Successful experience as a senior leader in education, with a track record of initiating and delivering whole-school improvement initiatives.
- Experience of building and maintaining positive relationships and influence with a range of stakeholders.

Desirable

- Teaching or leading in a high performing school with first-hand experience of what 'excellence' looks like.
- Teaching or leading successfully and with impact in a school of high deprivation or challenging circumstances.
- Experience of instructional coaching and deliberate practice.

Leadership skills

Essential

- Excellent communication and interpersonal skills, with concise, clear writing and articulate public speaking.

Desirable

- Experience in developing and leading a network group, for example within or between schools.



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| <ul style="list-style-type: none"> • Able to develop others, by having high expectations and clear goals, targeting support wisely and holding to account in a supportive but rigorous way. • Able to collaborate, identifying needs and strengths in others, and understanding how and when to adopt a team approach to problems or initiatives. • Able to solve problems, with strength in both conceptual and analytical thinking. | <ul style="list-style-type: none"> • Experience of coaching techniques and strategies. |
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Personal attributes and behaviours

Essential

- Driven by moral purpose; aligned to our vision, mission and values.
- Adhere to the Nolan Principles and be able to establish professional, effective working relationships with a range of staff and students.
- Intellectually curious, forward-thinking, openminded and a seeker of knowledge.
- Self-aware with the ability to reflect on personal motivations, behaviours, strengths and areas for development.
- Resilient and driven to act thoughtfully (and also swiftly where needed) when under pressure, encountering setbacks, or receiving critique.

Desirable

- Can reflect thoughtfully and critically on their own strengths and areas for development in these areas.

Special requirements

- Evidence of a commitment to promoting the welfare and safeguarding of children.
- Show a commitment and proactive approach to drive forward equality, equity, diversity and inclusion and to own personal development along with a positive attitude towards legislative developments and the provision of equitable services.
- Trained as a Designated Safeguarding Lead, or willingness to undertake training.

