

**JOB TITLE:** Head of School

**OUR SCHOOLS:**

Buckinghamshire	High Wycombe
Cumbria	Carlisle
Greater Manchester	Wigan (Lilford Centre & Stockport)
Lancashire	Chorley
Merseyside	Wirral (Hamilton Square and The Hive)
Northamptonshire	Northampton & Thrapston

**SALARY:** Competitive

**REPORTS TO:** Schools' Regional Operation Manager

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**PURPOSE:**

To operationally manage the performance of the school, through close relationships with other members of the Leadership Team, Senior Leaders and Executive Team by ensuring that the school is providing high quality, alternative education for our students and ensuring the school is compliant at all times through an outstanding provision.

**ABOUT PROGRESS SCHOOLS:**

Progress Schools are a multi sited company with each school registered separately with the Department for Education as an Independent School. We specialise in teaching students whom may present challenging behaviours or are not suited to mainstream education for various reasons, including poor mental health. We offer an alternative curriculum to meet the needs of each student on an individual basis. Each of our schools have a maximum of 35 students. Students within Progress Schools are usually divided into:

- Key Stage 3 – years 7- 9 (age 11-14);
- Key Stage 4 – years 10 and 11 (ages 14-16).

Teachers within Progress Schools are usually divided into:-

- Specialist Teachers - GCSE, English, maths and ICT;
- Vocational Teachers – multi-disciplinary teachers who deliver up to level 2 in subjects including: careers, Science, PE, Wellbeing, Enrichment, Equality and Diversity, Art (this list is not exhaustive).

Progress Schools is a fast paced, flexible thinking company that relies on empathy, commitment and compassion to ensure our students receive the best education they can by taking considered steps to break down long standing barriers to education.

Our core values are;

Positivity  
Responsibility  
One team  
Growth  
Respectful  
Exceptional  
Supportive  
Stable

We are looking for individuals to join us who thrive on the opportunity to make a difference to others, passionate about learning and a willingness to grow.

#### **MAIN AREAS OF RESPONSIBILITY:**

Fundamentally, the Head of School, in conjunction with and supported by members of the Leadership and Executive Team will:

- Ensure compliance with the teacher standards, Independent School Standards, the Education Act and all statutory and contractual obligations;
- Monitor and support the overall progress and development of all staff and students;
- Plan, implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students;
- Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential;
- Contribute to raising standards of student attainment;
- Lead the school's responsibility to provide and monitor opportunities for spiritual, personal and academic growth

#### **Roles and Responsibilities:**

- To be conscientious and loyal to the aims, objectives, values and ethos of Progress Schools;
- To promote good relationships with the Local Authority and the parents/carers of the pupils of the School;
- To lead and participate in the selection and appointment (in line with safer recruitment) of the teaching and non-teaching staff of the School, with the support of the Regional Operations

Manager and subject to the advice of the HR Executive as appropriate and as agreed with the CEO;

- Ensure that student safety is at the centre of all of the School's functions, in particular strategic planning and resource management;
- Ensure the school and staff team are compliant in policies and procedures and their statutory safeguarding duty at all time;
- Ensure an aspirational culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning and the learning of others;
- Ensure a consistent and continuous school-wide focus on students/pupils' achievement, using data and benchmarks to monitor progress in every pupil's learning;
- Implement strategies which secure high standards of behaviour and attendance, student welfare, and citizenship;
- Provide cover for teaching as and when required within the school;
- Ensure collaboration with other agencies in providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of students/pupils;
- Work with the Regional Operations Manager and members of the Executive Team to ensure that outstanding teaching is the primary objective for all teachers and mentors;
- Lead, motivate, support, challenge and develop staff to secure improvement;
- Ensure that all staff are engaged with the school's key improvement priorities (as outlined in the self-evaluation form) and the development of the school's aims and objectives, through effective communication across the whole school community, whether they be teaching or support staff;
- Implement and sustain rigorous procedures for monitoring the performance of all staff including objective setting and personal development plans;
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams;
- Ensure that the curriculum is providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of all students/pupils;
- Ensure that the curriculum enables students/pupils to progress successfully to the next stage of education on exit from the school;
- Promote creativity, innovation and the use of appropriate existing and new technologies to achieve excellence;
- Ensure school buildings and facilities meet the needs of the students/pupils and staff and are of the highest standard of cleanliness and repair and compliant with health and safety regulations;
- Seek opportunities to communicate and enhance the value of the school to other sectors of the local community;

- Contribute to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives.

### **Additional Information**

The job holder is required to contribute to and support the overall aims and ethos of the company. All staff are required to participate in training and other learning activities and performance management and development as required by the Company's policies and practices.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept reasonable alterations that may from time to time be necessary and to undertake other duties appropriate to the post that may reasonably be required from time to time.

This post will bring the job holder into contact with company confidential information relating to students and staff. The job holder must therefore be aware of the confidential nature of the issues and maintain absolute confidence at all times. In addition, the post will involve contact with children, as a company, we will be required to complete a criminal records check through the Disclosure & Barring Service (DBS).

### **CONDITIONS**

- 39 weeks of the year are allocated for teaching and term-time hours may be long.
- School are open from 8.30am to 5.00pm, staff are expected to be on site during these times.
- Parents' evenings, preparation for Office for Standards in Education, Children's Services and Skills (Ofsted) inspections, breakfast and after-school clubs, and sport, drama and field trips are expected and all will take up extra hours.
- Trips with pupils or staff development opportunities may occasionally involve staying away from home and/or overseas travel.
- The role will require travel to Progress Schools' sites.

**PERSON SPECIFICATION**

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<p>A relevant degree or equivalent.</p> <p>Teaching qualification (QTS or QTLS)</p>	<p>Evidence of continuous professional development and commitment to further professional development.</p> <p>A management qualification or willingness to work towards= (e.g. Level 5 leadership and management or NPQH)</p>
<b>Experience</b>	<p>Responsibility for the operational management of a training/educational provision.</p> <p>Responsibility for financial performance within a training/educational provision.</p> <p>Responsibility for developing, monitoring and evaluating an aspect of school provision.</p> <p>Proven record of rigorous performance management of teaching staff and achieving outstanding results.</p> <p>Experience of balancing a management approach remotely and having a physical presence.</p> <p>Working successfully in partnership with parents and the wider community.</p> <p>Experience of dealing with students of a challenging nature.</p>	<p>Recent leadership and management experience in a school.</p> <p>Delivering provision to budget.</p> <p>Recruiting high quality teaching staff.</p>
<b>Knowledge and understanding</b>	<p>Current education issues and developments.</p>	<p>Knowledge and understanding of:</p>

	<p>Curriculum, national strategies and assessment.</p> <p>Implications of equal opportunities and inclusion issues.</p> <p>Strategies for improving the quality of teaching and learning.</p> <p>Strategies for school improvement and raising standards of achievement.</p> <p>Understanding of appropriate strategies for managing pupils' behaviour.</p>	<p>The preparation and administration of statutory examinations.</p> <p>The links between schools, especially partner schools.</p>
<b>Skills</b>	<p>A highly motivated, energetic and enthusiastic person who is approachable and promotes positive relationships and has high expectations.</p> <p>Effective management, administrative and organisational skills.</p> <p>Ability to communicate orally and in writing to a wide range of audiences, including to the Board of Directors.</p> <p>Ability to manage effectively student discipline and have a commitment to a high level of pastoral care.</p> <p>Ability to cope with the pressures of a demanding position.</p> <p>Ability to lead a team effectively.</p>	
<b>Other</b>	<p>Approachable</p> <p>Committed</p> <p>Empathetic</p> <p>Enthusiastic</p> <p>Organised</p>	

	<p>Patient</p> <p>Resourceful</p> <p>Flexible</p>	
<b>Personal Characteristics</b>	<p>Commitment to safeguarding and compliance with statutory arrangements.</p> <p>Commitment to providing an effective learning environment appropriate to the need and abilities of all pupils.</p> <p>Commitment to the development and maintenance of positive partnerships between the school, parents and the community.</p>	<p>Recent participation in professional development activities and willingness to undertake other training.</p>