

# Models of School Organisation

HR guidance and toolkit November 2016



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## 1.0 Context

This HR Toolkit supplements the general advice within A Guide to Models of School Organisation (<http://cyps.northyorks.gov.uk>) and emerging LA advice and guidance to governing bodies in considering the strategic direction of their schools as academies, collaborations, federations or amalgamations.

## 2.0 Staffing Principles

When school governing bodies changing their model of school organisation, there may be a need to review staffing arrangements. If this is necessary, we suggest the following staffing principles are adopted:

- Appropriate consultation with staff about potential changes that may impact upon them. For academy conversion/ collaboration/ federation/ amalgamation arrangements LA guidance sets out the necessary consultation to be undertaken with families, staff and the community<sup>1</sup>. There may be a separate, additional need to consult specifically with staff in respect of proposed changes that affect them. In instances of academy conversion, federation and amalgamation (not collaboration) where the employer is to change a process may be required to support the TUPE transfer procedure.
- Compliance with the relevant policies, procedures and legislation for handling staffing situations in schools.
- Individuals are given security of employment in the first instance where possible before opportunities for promotion or expansion of employment terms and conditions are agreed.

It is strongly encouraged that contact is made with your School's HR Adviser at the outset of your deliberations over future plans for your School. Your Adviser can provide you with the necessary advice and support with regard to any potential staffing implications that may inform your decision making.

## 3.0 Interim (Temporary) Leadership and Staffing Arrangements

### 3.1 Shared Headship

Contemplating a different model of leadership or organisation often arises when a school has a Headteacher vacancy and whilst the longer term future is considered. In such instances a temporary leadership arrangement can be agreed. Provision of services to other schools must be authorised formally by the governing body and where the work extends over more than a 12 month period, the agreement of the governing body must be formally reviewed annually or sooner if appropriate<sup>2</sup>.

The appointment of an acting shared headteacher of one or more schools can be agreed by the governing bodies of those schools involved, in the following circumstances:

- to provide leadership whilst a headteacher post is being advertised;
- to provide leadership during the long-term absence of the substantive headteacher;
- to provide leadership prior to a move to an alternative model of school organisation (eg federation, amalgamation).

It is important that any staffing arrangements that are put in place to accommodate these circumstances are agreed and put in writing with the individuals concerned,

<sup>1</sup> A Guide to Models of School Organisation, NYCC

<sup>2</sup> School Teachers' Pay and Conditions Document, 2016 (page 80)

setting out the contractual variations they entail for members of staff.

Appendix 1 sets out a Memorandum of Understanding that should be used to consider and document the contractual changes for staff. This would be accompanied by a fixed term variation of contract issued to the Headteacher in respect of the arrangement across the schools, for which notification would need to be issued in most instances to the Employment Support Service.

It is the responsibility of the receiving school to be assured that all appropriate safer recruitment checks have been undertaken.

The School Teachers' Pay and Conditions Document (STPCD, revised annually) sets out provisions for headteachers who are temporarily accountable for more than one school. The 2016 Document states that headteachers can receive a temporary payment in respect of additional responsibilities or duties beyond that taken into account already in determining the headteacher pay range. The total sum of any temporary payment made to the headteacher must not exceed 25% of the annual salary otherwise payable to the headteacher, and the total sum of salary and other payments must not exceed 25% above the maximum of the headteacher group for the school<sup>3</sup>. Governing Bodies will have determined the Headteacher Pay Range (HPR, formerly known as ISR) and this should have been recorded in Governing Body minutes. The current leadership pay range and points can be found in the School's individual Pay Policy (NYCC recommended 2016-17 points are given at Appendix 2).

### 3.2 Impact on Other Staff

In line with STPCD the joint committee which is set up to oversee arrangements across two or more schools (see Appendix 1) should determine any payment on the basis of temporary additional responsibilities for teachers, other than the headteacher, in each school and the arrangements for reviewing and ending those payments.

It is strongly recommended that HR guidance is sought when considering temporary pay determinations to both headteachers and other staff.



- What is the need that requires meeting and why is it temporary?
- How long is a temporary arrangement likely to be required?
- What are the available options for meeting this need?
- What will the salary implications be?

### 4.0 Established (Permanent) Models of Leadership and Staffing

For schools and governing bodies working together through formal arrangements this may allow an opportunity to review the schools' leadership and to move away from the traditional model of one school and one headteacher.

<sup>3</sup> School Teachers' Pay and Conditions Document (2016), paragraph 10.2 / NYCC Model Pay Policy 2016/17



Every school is required to have a headteacher. The extent of the leadership team beyond this will depend on the size and needs of the school and the resources available. There is no legal obligation for a school to have a deputy headteacher or any limit on the number of deputies a school may have and the majority of schools will not have one at all.



- What are the current staffing structures in the schools?
- What options for models of leadership are there for the future?

#### 4.1 Part-time Headship / Co-leadership

A part-time head could effectively fulfil the strategic leadership of a small school, provided there are appropriate arrangements for dealing with day-to-day matters when the head was not present and this is undertaken by another head teacher role. In these circumstances there would need to be two separate job descriptions for the respective roles and the two individuals may be appointed to differing points within the School's Headteacher Pay Range (HPR). In such an instance Governing Bodies may wish to consider the title of Associate Headteacher for one of the roles (see Appendix 7).

Having sought clarification from the DfE, it is the Local Authority's understanding that the headteacher role must be filled on a 1.0 full time equivalent (fte) basis. It does not however follow that it must be undertaken by one full time person. Governing Bodies are free to make part-time headship appointments but

only as part of a co-leadership arrangement, for example a job share partnership, whereby the role is covered full time.

Where a School has a part time headteacher the Governing Body must appoint and reward another part time headteacher in respect of the times when the job-share partner does not work. There must be someone in overall charge of a school at all times but this must not exceed a 1.0fte in order that there is only one person in this position of responsibility at any one time. Any scheduled handover time must therefore be contracted through alternative role designations.

It should be noted that if a head teacher is **absent** from school, the STPCD requires any deputy head teacher to undertake the professional duties of the head teacher as required. However, this arrangement should only be used in the short term and does not cover circumstances where a School has a substantive part time head teacher. A part time head is not deemed "absent" on non-contracted work days.

As there is a requirement for someone with head teacher responsibility at all times, it is the advice of the LA that part-time headships are only considered as part of a co-leadership model.

#### 4.2 Headteacher role definitions

As the landscape of schools has changed a range of leadership roles and titles has emerged. A number of proposed definitions are given for consideration at Appendix 3 and schools are encouraged to use this as common terminology. Example job descriptions are given in the subsequent appendices.

### 4.3 Pay and Conditions of Service

The pay and conditions of service for leadership staff appointed or assimilated to a new model of school organisation should be in accordance with the latest School Teachers' Pay and Conditions Document (STPCD). This also applies to schools converting to academy status for academies who retain use of the STPCD.

#### 4.3.1 Headteacher Pay Range

Where an individual is appointed as a headteacher of more than one school on a permanent basis, the governing body of the headteacher's original school or the collaborating body must calculate the headteacher group by combining the unit score of all the schools for which the headteacher is responsible to arrive at a total unit score, which then determines the headteacher group. The HR Advisory Team ([schoolshradvisory@northyorks.gov.uk](mailto:schoolshradvisory@northyorks.gov.uk) 01609 798343) can provide benchmarking information on request to assist governors in the determination of the headteacher's pay.

When determining an appropriate pay range, the governing body must take into account all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations. In the case of a new appointment, the governing body may wish to consider whether the requirements of the post and the extent to which the preferred candidate meets those requirements are such that would be appropriate to set the starting salary above the minimum of the headteacher group. You must ensure that there is appropriate scope within the range to allow for performance related progress over time.

The pay range for a headteacher should not normally exceed the maximum of the headteacher group although it may exceed the maximum where the governing body determines that circumstances specific to the role or candidate warrant a higher than normal payment. You must ensure that the maximum of the headteacher pay range and any additional payments does not exceed the maximum of the headteacher group by more than 25% other than in exceptional circumstances. In such circumstances the governing body must seek external independent advice before providing such agreement and support its decision with a business case. The current leadership pay range and points can be found in the School's individual Pay Policy (NYCC recommended 2016-17 points are given at Appendix 2).



- What are the current Headteacher pay ranges for the schools?
- What is the combined Headteacher group for the new arrangement?
- What current salary/ies are payable?
- What are the expectations of the Headteacher looking forward?
- What is the financial position of the schools?
- What comparator information is there available?
- What scope for pay progression can be included in the revised range?

## 4.4 Appointment of Executive Headteacher

Many schools within North Yorkshire already work in informal partnerships with other schools and in most cases look at their school organisational model when a headteacher vacancy arises. Governing bodies are however encouraged to proactively consider the options available to them as early as possible and not just as a result of a vacancy.

If two (or more) schools decide to collaborate or federate following the resignation of one headteacher, the remaining headteacher will usually assimilate into the post of Executive Headteacher across the schools involved. Recruitment checks and clearances for North Yorkshire should already be in place but the 'new' school(s) may want to obtain their own references for the post of Executive Headteacher and in some instances carry out a suitability interview.

If governing bodies have a headteacher vacancy for an already formed collaboration or federation, the governing body(ies) would follow the normal procedures for recruiting a new headteacher. Advice and guidance on headteacher recruitment can be provided the Resourcing and Reward (**resourcingandreward@northyorks.gov.uk** / 01609 535585).

The appointment arrangements for any new headteacher posts should be agreed under the relevant governance arrangements and must always follow safer recruitment practices in line with Keeping Children Safe in Education<sup>4</sup>.

### 4.4.1 Appointment Process

The governing body is advised to advertise the posts of headteacher and deputy headteacher in a manner they consider appropriate<sup>5</sup>. However statutory guidance also recognises that where schools are subject to reorganisation this can mean that headteachers and deputy headteachers may have to compete for jobs. Therefore, in the interests of limiting unnecessary redundancies, the governing body – in consultation with the Corporate Director for Children, Young People and Families and subject to the conditions for selecting staff - may apply 'ringfencing' arrangements to cover those headteachers of the schools directly affected.

In making the decision not to advertise nationally, the following criteria must be considered:

- the federation is formed from immediately pre-existing schools, and
- the person/people within the ringfence for the post of executive headteacher must have suitable qualifications, experience and ability to undertake the role, and
- be highly regarded in terms of performance and ability by both the governing body and the local authority.

Where a federation is formed and there are two or more substantive headteachers already in place it may be necessary to follow the School's Reorganisation, Redundancy and Redeployment Policy in order to objectively determine selection for posts and any redundancy/ redeployment arrangements. In such instances it is strongly advised that HR advice is sought.

<sup>4</sup> Keeping Children Safe in Education, Department of Education, September 2016

<sup>5</sup> School Staffing Regulations, 2009



If a redundancy situation is likely to arise the Governing Bodies (and LA if appropriate) will need to determine at an early stage where liability for any redundancy costs lies.

#### 4.4.2 Headteacher contracts of employment

A memorandum of understanding (see Appendix 1) should be created to sit alongside a contract of employment for a substantive Executive Headteacher.

For administration purposes and to avoid pension implications for an individual, it is advised that an individual should be set up on the payroll system under one school and then in the background of the system the costs can be split as appropriate between the schools involved in the arrangement. However the actual contractual documentation should state all schools involved in the collaboration/federation and what should happen if the one of the schools were to leave the collaboration/federation.

Where consideration is being given by non-maintained schools to the Headteacher not fulfilling a full teacher role, reference should be made to the regulations of the Teachers' Pension Scheme (TPS) in relation to membership eligibility. Whilst CEO's and Executive Headteachers may not be involved in delivering front-line teaching, they may still be involved in assessment and reporting of progress. Where this is not the case there may be instances where the role falls outside of TPS and another arrangement such as the Local Government Pension Scheme should be explored<sup>6</sup>.



- Which school would be prepared to act as the “host” employer?
- On what basis would costs be divided between schools?
- Would this include full employment costs, including expenses?
- What would happen to the contract of employment if the shared arrangement ceases?

#### 4.5 Staffing structure

##### 4.5.1 Deputy/Assistant Head or Teacher in Charge

An Executive Headteacher of the collaboration/federation will remain responsible for all schools in the arrangement at all times. Given that they will not be available on all sites at all times governing bodies are advised to consider what the expectations of an additional person in charge would need to be, including Deputy or Assistant Headteacher and/or TLR postholders.

The STPCD 2016 states that teachers other than the headteacher may be required to undertake the following duties:

<sup>6</sup> Teachers' Pensions website; 2016; <https://www.teacherspensions.co.uk/employers/employer-toolkit/how-to-manage-your-members/who-can-join/executive-head-ceo-eligibility.aspx>

Deputy headteachers and assistant headteachers:

“A person appointed as a deputy or assistant Headteacher in school, in addition to carrying out the professional duties of a teacher other than a Headteacher including those duties particularly assigned by the Headteacher, must play a major role under the overall direction of the Headteacher in:

- a) formulating the aims and objectives of the school;*
  - b) establishing the policies through which they are to be achieved;*
  - c) managing staff and resources to that end;*
  - d) monitoring progress towards their achievement;*
- and undertake any professional duties of the Headteacher reasonably delegated by the Headteacher.”*

Teachers other than a headteacher:

“A teacher may be required to undertake the following duties:

- *“Direct and supervise support staff assigned to them and, where appropriate other teachers*
- *“Communicate with pupils, parents and carers.”*

Example job descriptions for second-level leadership posts can be found in the appendices.



- What staffing structures are already in place in each school, to include TLR's and upper payscale teachers?
- What is the remit of current TLR's? Could this be revised?
- What are the skill sets and career aspirations of senior staff?
- What are the staffing requirements of the schools under the new working arrangement? Is there a need for another member of the leadership team or can this be fulfilled in a different way? What are your expectations of each role and what would the specific responsibilities be?
- What can you afford?

#### **4.5.2 Pay considerations for second-level leadership**

There is nothing within the STPCD which attaches any form of payment specifically to undertaking the responsibility of being the nominated “teacher in charge” (which in itself is not a widely defined role) when the Headteacher is not on site. However you may wish to consider the following:

- Creating a TLR2 which is linked with the teacher in charge aspect with a clear teaching and learning responsibility across the collaboration/federation as well. This would be an established role and if you wished to remove the TLR at a later date, consultation would be required and pay safeguarding would apply.

- The STPCD<sup>7</sup> incorporates the option to pay an additional payment to a teacher in respect of additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of the educational standards to one or more additional schools. If any arrangement would be as a result of the Executive Headteacher being a Head of two or more schools, an additional payment should be considered to reward staff, if appropriate and in line with the School's Pay Policy. Further information can be found in Appendices 8 and 9 - Frequently Asked Questions.
- Additional consideration should be given to the responsibilities of any teacher on the upper payscale and whether these might be adjusted (subject to agreement) to encompass nominated teacher in charge status.

Different models of school organisation can provide opportunities for leadership posts which otherwise may not have been available.

#### 4.5.3 Ongoing Employment of Existing Staff

It will be necessary to determine at an early stage whether the body that currently employs the staff in each of the schools will change under the new arrangement. In cases where staff are employed by the governing body (eg voluntary aided schools), if this governing body will cease under an arrangement such as a collaboration or federation, the existing contractual commitments will need formally transferring to the new employer. This would also be the case for staff transferring into a non-maintained school.

Schools whose staff are employed by the Local Authority are unlikely to have to undertake any formal process in relation to ongoing employment, although effective briefing of staff is advisable.

It is advised that you seek HR support at an early point.



- Who is the employer of current staff in each school?
- Will this change for any staff under the new arrangement?

#### 4.5.4 Revised Staffing Structures / Appointment of Shared Staff from within Existing Staffing Structures

If as a result of alternative models of leadership, a staffing restructure is required, this must be progressed in accordance with the School's Reorganisation, Redundancy and Redeployment Policy.

It is important to be clear about timescales for bringing about staffing changes and the consultation requirements prior to finalising proposals.

Your nominated HR Adviser will be able to guide you through this process but an early meeting is recommended. In this way support can be given in relation to proposed teaching and support staff structures, implementation mechanisms and any further necessary considerations.

<sup>7</sup> STPCD 2016: paragraph 26.1 (d)



- What are the staffing changes being proposed, and the reasons for them?

#### 4.5.5 Shared staffing arrangements

The contractual arrangements for all shared appointments can vary depending on the arrangement and the type of school involved. If schools share the same employer (e.g. local authority for community schools) then schools may appoint to the federation and agree the working practice. Within collaboration arrangements of schools with the same employer or in a federation where there are different employers, schools may enter into a formal agreement in relation to working arrangements and financial buy-back from the lead employer. When staff are employed across more than one school, agreements between schools should cover what happens if one of the schools leaves the federation.

Once arrangements have been determined, it is important that the necessary contractual document and payroll notification is given. In most instances the NYCC Employment Support Service should be notified promptly.

A range of template job descriptions for support staff can be found on the Schools' HR website, to include Business Manager roles which could be contextualised to reflect the shared nature of the role.

#### 4.5.6 Designated Safeguarding Lead (DSL)

Each governing body must appoint a designated safeguarding lead who should be a member of the school leadership team. If this person is working across two or more schools and is on the leadership team of these schools, advice received from the DfE has confirmed that this is acceptable providing they are given sufficient time to undertake the duties. Particular consideration must be given to this in relation to combinations of large schools and the workload that this may entail.

KCSIE leaves it to individual schools to consider whether to have one or more trained deputy DSL's. Consideration should be given to whether this would be appropriate as a presence for each school which will both strengthen provision but also provides a wider awareness which may help with identification of potential risks. Any deputies should be trained to the same standard as the DSL, although the ultimate lead responsibility would not be delegated. In all schools cover should be available in the absence of the DSL, including during the school closure periods.



- Who will undertake the role of DSL?
- Would it be appropriate/preferable to have trained deputy DSL's within the structure?
- Who will provide cover at any point in the year when the DSL is unavailable?

## **5. Ongoing Working Arrangements**

### **5.1 Headteacher performance management**

Headteacher performance management arrangements must be determined and clarified at the outset dependant on the model of school organisation adopted, and included in the Memorandum of Understanding as appropriate.

### **5.2 Work-life balance**

It is important that the workload issues for the headteacher and the additional responsibilities for other staff, as a consequence any new arrangements, should be addressed as part of the overall considerations of agreeing to the headteacher undertaking a revised role (either temporary or substantive)

### **5.3 Aligning HR policies and procedures**

At an early stage in the new working arrangement it will be important to review HR policies and procedures that are in place. Where there are inconsistencies in policies that have been adopted by governing bodies it will be necessary for the new governing body to adopt policies as appropriate and agreed.

### **5.4 Single Central Record**

It will be important to update the Single Central Record to ensure that it remains current and accurately reflects that all necessary safeguarding checks have been carried out on individuals in school in line with current guidance.

### **5.5 Travel Expenses**

To be determined based on the particular circumstances.



# Appendix 1

## **Example: Memorandum of Understanding**

This is a memorandum of understanding which has been agreed by the governing bodies of [First school name] and [Second school name], in consultation with North Yorkshire County Council (amend as applicable) [and [name of Diocese] Diocesan Board of Education (if a church school)].

It relates to the arrangements for a temporary shared headship between the two schools.

### **Duration**

This temporary arrangement will be in place from [Start date] to [End date].

### **Appointment**

The governing bodies from both schools have appointed an Executive Headteacher, [Headteacher's name], who will have the overall responsibility for standards of achievement, the quality of provision, behaviour and safety, and leadership and management for both schools. A job description for Executive Headteacher has been issued (see attached).

### **Deployment**

The Executive Headteacher will be deployed for [Number of days] days at [First school name] and [Number of days] days at [Second school name].

### **Payment**

The salary (range) to be paid for the duration of this arrangement is [Salary range]. The salary level on appointment is [Salary].

The proportion of salary paid to the Executive Headteacher will be [Enter percentage]% from [First school name] and [Enter percentage]% from [Second school name].

### **Contract**

The Executive Headteacher will have a fixed term variation of contract, which will last for the duration of [Duration] and reviewed regularly ([Review timescale, eg biannually]) by both separate governing bodies. At the end of that period, the postholder will revert to their substantive post and commensurate salary.

The Executive Headteacher will be issued with a contract.

## Management

The Executive Headteacher will be managed by, and accountable to, a joint committee of governors made up of [List names of at least 2, preferably 3 governors from each governing body] representing each governing body. The joint committee will manage the headteacher's employment (without delegated powers, which would then refer back to the separate governing bodies) or (with delegated powers so they could make decisions and report back to the separate governing bodies). The joint committee will meet every [Number of weeks/months]. It will be responsible for discussing the time deployment, financial arrangements, key tasks, performance management objectives and work-life balance of the Executive Headteacher during the period of shared headship.

## Review (interim appointments)

Where the arrangement extends over more than a 12 month period, the agreement of the governing body which holds the Contract of Employment will be formally reviewed at least annually.

## Changes

If the Executive Headteacher gives notice during the period of shared headship the governing bodies will consider whether to appoint another Executive Headteacher or to revert back to the original substantive arrangements in each school. If appointing another Executive Headteacher, the selection panel will consist of three governors taken from any of the collaborating governing bodies. They will make a recommendation to all of the full governing bodies, which must be approved; if it is not then the selection process must be repeated. (Optional paragraph)

## Agreement

This memorandum of understanding was agreed on [Date].

Signatures

Executive Headteacher:

.....  
Chair of Governors at [First school name]:

.....  
Chair of Governors at [Second school name]:  
.....  
.....  
.....

# Appendix 2

Extract: NYCC Model Pay Policy 2016-17\* - Leadership Group Pay Spine

	Annual Pay	Headteacher Group							
L1	<b>38,984</b>								
L2	39,960								
L3	40,958								
L4	41,978								
L5	43,023								
L6	<b>44,102</b>	1							
L7	45,290								
L8	<b>46,335</b>		2						
L9	47,492								
L10	48,711								
L11	<b>49,976</b>			3					
L12	51,127								
L13	52,405								
L14	<b>53,712</b>				4				
L15	55,049								
L16	56,511								
L17	57,810								
L18 *	<b>58,677</b>								
L18	<b>59,264</b>					5			
L19	60,733								
L20	62,240								
L21 *	<b>63,147</b>								
L21	<b>63,779</b>						6		
L22	65,363								
L23	66,982								
L24*	67,963								
L24	68,643							7	
L25	70,349								
L26	72,089								
L27*	<b>73,144</b>								
L27	73,876								
L28	<b>75,708</b>								8
L29	77,583								
L30	79,514								
L31*	<b>80,671</b>								
L31	81,478								
L32	83,503								
L33	85,579								
L34	87,694								
L35*	<b>88,984</b>								
L35	89,874								
L36	92,099								
L37	94,389								
L38	96,724								
L39*	<b>98,100</b>								
L39	99,081								
L40	101,554								
L41	104,091								
L42	106,699								
L43	<b>108,283</b>								

\*for schools that have adopted the NYCC Model Policy 2016-17

Note: Figures in bold reflect the statutory amounts set out in the STPCD 2016

# Appendix 3

## Proposed Leadership Role Definitions

**Headteacher** – ultimately responsible for one school only. A template Headteacher job description and person specification can be found at Appendix 4.

**Executive Headteacher** – ultimately responsible for more than one school. An executive headteacher will have overall responsibility for more than one school and will report to one governing body (if in a federation) or individual governing bodies (if in a collaboration). The executive headteacher will focus on the strategic issues with support for the day-to-day-running of schools given by other members of the leadership team. In larger schools this may be a role of an associate headteacher, who will be line managed by the executive headteacher. Appendix 5 gives an example Executive Headteacher job description for a secondary school and Appendix 6 for a primary school.

**Associate Headteacher** – responsible for the day to day running of a school with an executive headteacher. An associate headteacher may be appointed to take on the responsibility for the leadership, management and day-to-day running of a school within a federation or collaboration but their specific role will be as determined by the executive headteacher and governing body(ies). They do not, however, have ultimate responsibility for that school, which remains that of the executive headteacher. This role might also be deployed as part of a co-leadership model where two headteachers are appointed to different points on the HPR.

See Appendix 7 for an example Associate Headteacher job description

**Consultant Headteacher** – a headteacher seconded to another position to undertake a specific task or role within an agreed timeframe. (May be used to support another school or in a role as identified by the local authority).

**Acting Headteacher** – is responsible for a school on a temporary basis pending an appointment to the substantive headteacher post or return of the substantive headteacher. (This appointment can be from within the school or through the secondment of a person from another school.)

**Base Leader** – the senior teacher, or teacher in charge of a school site whilst the Headteacher is off the premises (see example statement of roles and responsibilities to supplement the teaching job description, Appendix 8).

**Co-Headteacher** – a job share headship where two people work part-time as part of a single headteacher post. This arrangement could be applied across the range of Headteacher role definitions.

**Deputy Headteacher** – fully deputises for a headteacher in their absence. A deputy headteacher cannot cover the headteacher role during the non-contracted days of a part-time Headteacher arrangement.

**Assistant Headteacher** – a senior member of staff with significant leadership responsibilities (but cannot be asked to deputise for a headteacher). See Appendix 9.

# Appendix 4

## Template Job Description: Headteacher

..... School Headteacher Job Description

Date Effective: .....

### Statutory

1. To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.
2. To seek to achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.
3. To promote and safeguard the welfare of all children and young people within the School, by ensuring that the School's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.

### Specific (customise this section as appropriate)

The School's Governing Body wish a particular emphasis to be placed upon the following:

1. To raise standards across the school with particular reference to academic performance so that all pupils achieve to the very best of their ability. To lead in the provision of excellent learning and teaching.
2. To formulate a vision of school improvement and to lead the staff and Governing Body in reviewing and evaluating the effectiveness of the School Development Plan.
3. To report to the School's Governing Body on progress made against School Development Plan objectives, making recommendations as to future priorities.
4. To further develop partnerships with a variety of stakeholders (including local churches and the diocese) through collaboration (in line with specialist status).
5. To lead the school through rigorous self-evaluation, including quality assurance and performance management at all levels.
6. To develop, inspire and motivate effective teams in order to raise standards across the school.
7. [Outline teaching commitment.]
8. [Additional point for faith schools e.g. to foster a positive, caring and inclusive Christian ethos, whilst promoting an understanding of and respect for other faiths and cultures.]
9. To meet the National Standards of Excellence for Headteachers as published by the DfE (non-statutory guidance).

This Job Description may be amended at any time after consultation with the post holder and will be reviewed annually.



## Template Person Specification: Headteacher

### PERSON SPECIFICATION - Headteacher at .....

The Selection Panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the following criteria:

<b>QUALIFICATIONS AND TRAINING</b>	<b>Essential on appointment</b>	<b>Desirable on appointment</b> (if not attained, development may be provided for successful candidate)
Qualified Teacher status		
Graduate or equivalent		
Evidence of continuous professional development		

<b>EXPERIENCE AND SKILLS</b>	<b>Essential on appointment</b>	<b>Desirable on appointment</b>
Experience of leadership and management		
Experience across the appropriate age range		
Thorough knowledge of the National Curriculum		

<b>PERSONAL CONVICTION</b>	<b>Essential on appointment</b>	<b>Desirable on appointment</b>
<i>Definition: Passionate commitment to education, based on either deeply held values or beliefs born out of a desire to serve children and young people, parents and the community.</i>		

<b>PERFORMANCE FOCUS</b>	<b>Essential on appointment</b>	<b>Desirable on appointment</b>
<i>Definition: A relentless approach to setting and achieving challenging goals and expectations to meet the needs of all learners, and securing support from others based on an informed interpretation of current and future needs.</i>		

<b>COMMUNICATING</b>	<b>Essential on appointment</b>	<b>Desirable on appointment</b>
<i>Definition: The drive and ability to produce effective and efficient outcomes by impressing and influencing the ways in which others work and operate.</i>		

<b>INTERPERSONAL SENSITIVITY</b>	<b>Essential on appointment</b>	<b>Desirable on appointment</b>
<i>Definition: Ability to demonstrate a clear commitment to diversity and respect for others.</i>		

<b>MANAGING EFFECTIVENESS</b>	<b>Essential on appointment</b>	<b>Desirable on appointment</b>
<i>Definition: A clear desire to work with others both inside and outside the school community to achieve shared goals and help others reach their full potential.</i>		

<b>PERSONAL DEVELOPMENT</b>	<b>Essential on appointment</b>	<b>Desirable on appointment</b>
<i>Definition: A strong sense of self-awareness and continual improvement in order to increase personal and organisational effectiveness and outcomes.</i>		

# Appendix 5

## **Example: Job Description: Executive Headteacher (Secondary School)**

**PAY RANGE:**

**RESPONSIBLE TO:**        **Governing Body**

- 1. To meet the needs and aspirations of all learners through your contribution to the learning environment. Your area of work is:**  
To be responsible for the leadership, internal organisation, management and control of the collaboration/federation.
- 2. To be committed to self-evaluation, and personal/professional development, and to take responsibility for a level of leadership appropriate to your post and area of work, and reflection on what you do.**

### **Managing Policy**

- Reviewing, devising and presenting aims, objectives and policy by:
  - Leading the process of collaboration/federation development planning.
  - Promoting collaboration/federation aims, objectives and policies.
  - Regularly monitoring activities with regard to the collaboration/federation's statement of aims.
  - Reviewing the impact of collaboration/federation aims, objectives and policies.
  - Ensuring compliance with statutory requirements.

- Developing supportive relationships with students, staff, parents, governors and the wider community by:
  - Developing collaboration/federation aims, objectives and policies with the governors, the rest of the senior leadership team and all other college staff, and taking into account the views of other relevant groups.
  - Setting, communicating and demonstrating high standards.

### **Managing Learning**

- Ensuring that processes are in place for supporting students' learning in the collaboration/federation:
  - Identifying the learning needs of students in the collaboration/federation.
  - Ensuring compliance with statutory curriculum and assessment requirements.
  - Developing and maintaining a system of pastoral care.
- Ensuring that the learning process and outcomes are monitored and evaluated by:
  - Developing systems for monitoring classroom processes.
  - Developing systems for evaluating learning outcomes.
  - Setting targets for improvements.

### **Managing People**

- Recruiting and selecting staff by:
  - Defining staffing structures and personnel requirements.
  - Determining job specifications.
  - Assessing and selecting staff against collaboration/federation requirements.
- Developing staff and personal effectiveness by:
  - Ensuring all teams and individuals have defined roles and agreed targets.
  - Giving feedback on performance through Performance Management Programme and otherwise.
  - Ensuring a range of activities exist to meet the development needs of the staff.
  - Developing oneself within the role of Executive Principal.
- Maintaining and enhancing effective working relationships by:
  - Identifying and minimising interpersonal conflicts.
  - Having an effective communication system.
  - Identifying obstacles, constraints and opportunities and managing change sensitively.
  - Establishing and maintaining constructive relationships with other head teachers, governors and the local authority.

## **Managing Resources**

- Securing effective allocation of resources by:
  - Identifying resource needs.
  - Agreeing priorities and negotiating and agreeing budgets.
  - Ensuring that the accommodation allows the curriculum to be taught effectively and safely.
- Monitoring and controlling the use of resources by:
  - Controlling costs.
  - Monitoring and controlling activities against the budget.

## **Specific Responsibilities**

- Completion of the school/college's self-evaluation form and responsibility for external accountability.
- Liaison with the LA, NCSL, Ofsted, local headteachers and the local community.
- Producing termly a report to the Governing Body on development and performance.

### **3. To use best practice in the tasks you do.**

- Participate in arrangements for Performance Management and take responsibility for own professional development.
- Prioritise and manage own time effectively.
- Work under pressure and to deadlines
- Sustain own motivation and that of other staff.
- Keep up-to-date with educational developments.

[For specific tasks see Performance Management review for postholder]

**DATE**



# Appendix 6

## **Example: Job Description: Executive Headteacher (Primary School Collaboration/Federation)**

### **Headteacher pay range -**

### **Date Effective:**

### **Job Description**

#### **Statutory**

1. To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Headteacher.
2. To meet the National Standards for Headteachers as published by the DfE.
3. To achieve any performance criteria, objectives or targets agreed with or set by the Schools' Governing Body(ies) in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.
4. To promote and safeguard the welfare of all children and young people within the School collaboration/federation, by ensuring that the Schools' policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff; resources are allocated to allow staff to discharge their responsibilities; and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively.

#### **Responsible for:**

- Providing the vision, leadership and direction to ensure all schools' aims and targets are met.
- Working with others, evaluating the schools' performances to identify priorities for continuous improvement, including raising standards: ensuring opportunity for all: developing policies and practices: ensuring that resources are effectively managed to ensure good value for money in achieving aims and objectives.
- Day to day management, organisation and administration of the schools.
- Using opportunities created by the collaboration/federation to further develop effective partnerships to raise standards.
- Drawing on the strengths of all the school communities to develop a broad, balanced, rich and exciting curriculum with high quality teaching and learning at its heart.
- Leading the schools successfully through Ofsted and SIAS inspections.

### **Job Purpose:**

- To provide leadership and management for the schools to the highest possible professional standards.
- To promote high quality education by effectively leading teaching and learning and managing available resources to ensure every child realises their potential.
- To maintain and further develop a learning centred culture that promotes excellence, equality and high expectations of all pupils.

### **Specific:**

- To lead staff in the process of self-evaluation to inform the Schools' Development Plans, to continuously review and evaluate progress, against robust success criteria, in order to identify areas for further development within the schools' improvement cycle.
- To report to the schools' Governing Body(ies) on progress made against Development Plan success criteria and have clear plans to ensure continuous improvement.
- To ensure that the collaboration Joint Development Committee is shared equitably between all of the schools and that all members of the schools' communities benefit from the collaboration agreement. (**Amend for a federation**)
- To work collaboratively with other schools in such a way that promotes transparency, trust, support, challenge and professional generosity
- To ensure a structure of effective communication between all members of the school community including staff, pupils, parents, governors and the wider school communities.
- To lead the schools through rigorous self-evaluation, including quality assurance and performance management at all levels.
- To recognise and celebrate the distinctive nature of the schools by continuing the wide range of visits / visitors and ensuring that traditions are kept.
- To continue the distinctive individual ethos of each school maintaining links with the local community, Parish Church and the diocese.
- To value contributions from all stakeholders, including the pupil voice, in rigorously monitoring and evaluating standards of teaching and learning, pupil progress and behaviour.
- To manage NQT induction arrangements and all aspects of administration, maintenance, catering and cleaning.

This job description may be amended at any time after consultation with the postholder and will be reviewed annually.

### **DATE**

# Appendix 7

## **Example: Job Description: Associate Headteacher (Secondary)**

### **Pay Range:**

### **Responsible to: Executive Headteacher**

- 1. To meet the needs and aspirations of all learners through your contribution to the learning environment. Your area of work is:**
  - To sustain and improve the quality of education available to students in the school/college and collaboration/federation.
  - To work within the Leadership Team in promoting educational opportunities, equality of opportunity and an appropriate educational environment.
  - To contribute to the collaborative management ethos of the school/college and collaboration/federation and encourage a team approach.
  - To be involved in planning the development of the school/college and collaboration/federation and implementing the school/college and collaboration/federation Improvement Plans.
- 2. To be committed to self-evaluation and personal/professional development, and to take responsibility for a level of leadership appropriate to your post and area of work, and reflection on what you do.**

### **Line Management**

- Associate Headteachers are directly responsible to the Executive Headteacher.
- Associate Headteachers are responsible for day-to-day management as directed by the Executive Headteacher.

### **Curriculum**

- To teach as directed by the Executive Headteacher.
- To encourage and promote the social, moral, spiritual and cultural dimension in the school/college and collaboration/federation.
- To be responsible for ensuring that effective records are maintained on students.
- To encourage and monitor good attendance and punctuality, and implement appropriate procedures.
- To promote and monitor good standards of behaviour and discipline in accordance with the code of conduct, and encourage staff to maintain those standards. To be a key participant in the referral system.
- To promote effective and improving performance in the post holder's specific setting.

- To oversee the quality of reports and other communications with parents involving themselves and members of staff.
- To implement school/college and collaboration/federation policies.
- To display leadership, setting a suitable professional example.
- To plan with the Leadership Team for the development of the school/college and collaboration/federation, producing a College Improvement Plan.
- To ensure compliance with all statutory requirements within their setting.
- To arrange, in consultation with colleagues, the deployment of staff members between classes/groups of students.
- To monitor the quality of the performance of colleagues in line with school/college and collaboration/federation procedures.
- To ensure those Health and Safety issues are understood and procedures correctly followed, as appropriate.

### **Staff**

- To take part in the appointment of staff.
- To promote CPD opportunities.
- To take part in the school/college and collaboration/federation's Performance Management Programme.
- To induct NQTs and other new staff as required.

### **Communication**

- To attend Leadership Team meetings.
- To conduct meetings, producing agenda and minutes and ensuring these are available to the LT and in the staff rooms.
- To ensure the discussion and dissemination of relevant information.
- To promote and encourage effective communication between home and school/college.
- To attend Parents Evenings.
- To liaise with relevant outside agencies.
- To help provide effective counselling for students who require it.
- To promote positive links with the community.

### **Finance**

- To manage the allocated funds effectively and efficiently.
- To monitor expenditure and report to governors as required.
- To ensure the provision and maintenance of resources.

### **Specific Responsibilities**

- To deputise for the Executive Headteacher as required.
- To support school/college and whole collaboration/federation events where possible.
- To ensure that staff carry out their duties as defined in the staff handbook.
- To maintain and enhance the positive ethos of the school/college and the collaboration/federation.
- To market the school/college and to lead school/college and collaboration/federation recruitment initiatives.
- To be responsible for generating income to supplement school/college and collaboration/federation funds.
- To monitoring capital funding.
- To liaise with the LA, Area Learning Partnership, Further Education Institutes and the wider community.
- To serve on the Governing Body's Committees as required.

### **3. To use best practice in the tasks you do.**

- Use self-evaluation to enhance students' opportunities for academic progress and personal development.
- Be responsible for personal development linked to faculty/college objectives and priorities.
- Seek out the most efficient/effective practice and be an active participant in a process of subject/team development.

[For specific tasks see Performance Management review for postholder]

**DATE**



# Appendix 8:

## **Example: Roles and Responsibilities – Base Leader**

(to accompany the teaching job description)

### **The Roles and Responsibilities of the Base Leader**

The role of the 'Base Leader' exists in all of the schools in our collaboration and has two key purposes:

1. To be part of strategic leadership team
2. To manage the running of the school in the absence of the headteacher

#### **1. Leadership**

The 'Base Leader' is responsible for maintaining and exemplifying the high standards and expectations of behaviour of both pupils and staff at all times.

Along with the headteacher, base-leaders make up our leadership team which is responsible for the strategic development of our schools. This team meets every fortnight on Tuesdays.

#### **2. Management**

Management of the school comes into particular effect whenever the headteacher is not on the school premises. Please remember that, at all times, the headteacher has ultimate responsibility for major and strategic decisions and any named person must not take unrealistic responsibility for making critical decisions.

At our Schools both the headteacher and any senior teachers could both be off the premises at the same time, at which point the responsibility of 'Base Leader' would be delegated to another teacher, where appropriate, at the discretion of the headteacher. This happens in all schools.

The role of the 'Base Leader' involves responding to day-to-day issues that require immediate action. This does not include any issues that can be dealt with later by the headteacher, nor does it exclude seeking remote advice from the headteacher or other appropriate responsible professionals.

#### **Fire Safety**

In the event of fire, the Base Leader is the point of contact for the fire service and also should oversee assembly and counting of children in the event of evacuation.

#### **Health and Safety**

The Base Leader has responsibility for day-to-day health and safety management and for reporting any incidents or matters of concern.

## **Child Protection**

The Base Leader is the first point of contact by other members of staff for urgently-presenting child protection issues which should then be either:

- Dealt with by the Base Leader where trained as a designated person, or
- Reported immediately to the headteacher

Appropriate training (e.g. 'designated person') will be provided as part of a programme of continued professional development.

Without exception, all instances of a child protection nature should be reported as soon as possible to the headteacher.

Any action taken must be consistent with the specific School's Safeguarding and Child Protection Policy and Procedures.

In the event of a child protection issue (see policy), where the headteacher or any school-based designated person is unavailable, the Base Leader should contact [Contact].

## **First Aid**

All staff in school are trained in the use of first aid. Identified persons are named on first-aid signs around school. Cases should be referred to the Base Leader if a second opinion is required regarding the actions required to deal with a first-aid situation. The Base Leader will make a decision as to whether parents need to be contacted or if further treatment (ambulance or hospital visit) is necessary. If a child is taken off the premises, TWO members of staff must accompany him / her.

## **Decisions Around School Closure**

In the event of exceptionally severe weather during the school day or other unforeseen circumstances, all reasonable attempts will be made to contact the headteacher for a decision regarding closure. In the event of the headteacher being unavailable or uncontactable, the Base Leader can make the decision to close the school. All other procedures should be followed. Contact details for NYCC regarding permission for unavoidable school closure can be found in the school office.

Office hours emergency:  
01609 532218 / 532234

Out-of-hours emergency: 01609 777398

### **Parents' Concerns**

The Base Leader will respond to parental concerns or queries that require an immediate response but will refer all other cases to the headteacher (all cases that have been dealt with should also be reported to the headteacher in daily briefing). The Base Leader can make an appointment for a parent to meet with the headteacher where appropriate.

### **The Beginning of the Day**

The Base Leader must be on site at the beginning of the day before the arrival of all the children. In the event of the Base Leader being absent, (s)he should nominate another teacher to fulfil this role.

### **The End of the Day**

The Base Leader must remain on site at the end of the day until all children have left the premises. In the event of the Base Leader being absent, (s)he should nominate another teacher to fulfil this role.

### **Cover Arrangements**

If a member of staff is absent and the headteacher has not been contacted or is uncontactable, the Base Leader will decide whether a supply teacher needs to be contacted or if cover can be provided in-house. A list of supply teachers and contact details are available in the office, along with the number for Principal Teachers.

### **Lunchtimes**

The Base Leader should remain on-site during playtimes and lunchtimes.

### **Briefing and Communications**

- The Base Leader will be responsible for de-briefing the headteacher on a daily basis, either by phone or by e-mail.
- The Base Leader will be responsible for running weekly briefing meetings on Monday mornings (when the EHT is not on site).

### **Emergency Procedures**

Please follow the school's emergency evacuation plan if necessary. If you are in any doubt about any situation, please contact the school's Chair of Governors or seek advice from another named headteacher:

[Names and telephone numbers of alternative sources of support]

### **Contingency Planning**

In the event of the Base Leader being unable to meet the above requirements, (s)he must nominate another member of staff to carry out this role, at the discretion of the headteacher.

# Appendix 9

## **Example: Job Description: Assistant Headteacher (Collaboration/ Federation)**

### **Reports to: Headteacher**

### **Pay Range:**

### **Main purpose of the job**

- Carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document including the conditions of employment for assistant headteachers and the school's own policy
- Under the overall direction of the Executive headteacher play a major role:
  - in formulating the aims, objectives of the collaboration/federation and establishing the policies through which they are to be achieved
  - be responsible for the standards and curriculum of all pupils including monitoring of progress towards achievement
  - proactively manage staff and resources
- Take on the responsibilities of the executive headteacher as agreed and appropriate in the absence of the executive headteacher and deputy headteacher
- Carry out the professional duties of a teacher as required
- Take responsibility for child protection issues as appropriate
- Take responsibility for promoting and safeguarding the welfare of children and young people within the collaboration/federation

### **Duties and responsibilities:**

#### **Shaping the future**

- Support the executive headteacher and governors in establishing an ambitious vision and ethos for the future of the collaboration/federation
- Play a major role in the school improvement and school self-evaluation planning process, through agreed priorities.
- Contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate
- Lead by example to motivate and work with others
- In partnership with the executive headteacher, lead by example when implementing and managing change initiatives
- Promote a culture of inclusion within the school community where all views are valued and taken into account

## Leading teaching and learning

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- Work with the headteacher and Deputy Headteacher to raise standards through staff performance management
- Assist with the development and delivery of training and support for staff in the areas of teaching and learning
- Lead the development and delivery of training and support for staff
- Lead the development and review of agreed aspects of the curriculum including planning, recording, reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils
- Assist the senior leadership team in managing the schools within the collaboration/federation through strategic planning and the formulation of policy and delivery of the strategy, ensuring management decisions are implemented
- Support the senior leadership team with the processes involved in monitoring and evaluating the quality of teaching and learning taking place throughout the schools within the collaboration/federation, including lesson observations, to ensure a consistently high quality
- Ensure the systematic teaching of basic skills and the recording of impact, is consistently high across the collaboration/federation
- Ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards across the collaboration/federation
- Ensure through leading by example the active involvement of pupils and staff in their own learning

## Developing self and others

- Support the development of collaborative approaches to learning within the collaboration/federation and beyond
- Support the induction of staff new to the collaboration/federation and those being trained within the schools as appropriate
- Act as an induction co-ordinator for NQTs, have responsibility for students on teaching practice and those undertaking work experience, as appropriate
- Participate in the selection and appointment of teaching and support staff as appropriate
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn
- Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting

- Work with the senior leadership team in ensuring an appropriate programme of professional development for staff, in line with the school development plan and performance management including coaching and mentoring as appropriate
- Lead the annual appraisal process for all identified support and teaching staff

### **Managing the organisation**

- Contribute to regular reviews of the school's systems to ensure statutory requirements are being met
- Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication
- As appropriate and under the leadership of the headteacher, undertake activities related to professional, personnel/HR issues
- Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the schools within the collaboration/federation
- Be a proactive and effective member of the senior leadership team
- Contribute to the day-to-day effective organisation and running of the schools within the collaboration/federation
- To undertake any professional duties, reasonably delegated by the headteacher

### **Securing accountability**

- Support the staff and governing body in fulfilling their responsibilities with regard to the school's performance
- Contribute to the reporting of the school's performance to the school's community and partners within the collaboration/federation
- Promote and protect the health and safety welfare of pupils and staff
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school collaboration/federation

**Strengthening community**

- Assist the senior leadership team in developing the policies and practice, which promote inclusion, equality and the extended services that the schools offer
- Develop and maintain contact with all specialist support services as appropriate
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Attend meetings with parents and carers as appropriate to ensure positive outcomes for all parties
- Strengthen partnership and community working
- Promote positive relationships and work with colleagues in other schools and external agencies

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school(s) is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder

.....

Date .....

Signature of headteacher

.....

Date .....



# Appendix 10

## With a View to Federation: Human Resource Arrangements

### Example: Frequently Asked Questions: Executive Headteacher

**1. Who will my contract of employment be with?**

You will usually be contracted to the federation, ie. all schools will be named in the Statement of Particulars.

**2. Will my contract detail the arrangements for me if the federation should end?**

The Statement of Particulars should refer to the arrangements for the Executive Headteacher should the federation be terminated at some point in the future ie. return to previous substantive post.

**3. What are the arrangements for the cost of salary to be charged to each of the schools in the federation?**

Although there will be a single Statement of Particulars, arrangements will be made, usually via finance, to charge each school the proportion that has been agreed, usually an equal distribution.

**4. What will be the pay range for the Executive Headteacher (Headteacher Pay Range (HPR))?**

The Headteacher Pay Range should reflect the combination of the number of children in all the schools.

Where the school is already in Group 7 or 8, the relevant body may determine that an additional payment be made to a head teacher in relation to recruitment and retention for a time limited period.

In line with the School Teachers Pay and Conditions Documents 2016, the total sum of payments made to the head teacher in any school year must not exceed 25% of the maximum value of the headteacher group, other than in exceptional circumstances.

[For temporary arrangements the total sum of temporary payments must not exceed 25% of the annual salary which is otherwise payable to the headteacher, or exceed 25% above the maximum of the headteacher group.]

**5. Will I be paid travel expenses to travel between the schools?**

Travel expenses can be agreed if appropriate, by Governors, naming one school as base school.

# Appendix 11

## With a View to Federation: Human Resource Arrangements

### Example: Frequently Asked Questions: Teaching and Support Staff

#### 1. Who will my contract of employment be with?

School staff would continue to be employed by North Yorkshire County Council and would be under the leadership of the Executive Headteacher.

#### 2. Can staff be asked to work across all schools in the federation?

There could be opportunities for staff to work in more than one school by agreement. It may not be necessary to alter contracts of employment in the short term if staff are in agreement, but a variation letter is likely to be issued.

If staff are required to work across all schools and do not wish to, appropriate consultation will take place prior to any potential change to their contracts of employment.

Governors should consider if new appointments should be to the federation rather than individual schools and then individual employees deployed across the schools as appropriate.

#### 3. Will staff be eligible for any travel payments if they work at more than one school?

Travel expenses can be agreed by Governors if appropriate, naming one school as base school if staff are required to travel between schools.

#### 4. If my contract changes in the future and I am employed to work across the federation, what will happen should the federation end?

The Statement of Particulars should refer to the arrangements for any employee should the federation be terminated at some point in the future.

If you are currently employed by one school and start to work at an additional school within the federation, you would revert to your substantive post at your current school.

## Contact us

**North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD**

Our Customer Service Centre is open Monday to Friday 8.00am - 5.30pm  
(closed weekends and bank holidays). Tel: **01609 780 780**

email: **[customer.services@northyorks.gov.uk](mailto:customer.services@northyorks.gov.uk)** web: **[www.northyorks.gov.uk](http://www.northyorks.gov.uk)**

If you would like this information in another language or format please ask us.

Tel: **01609 780 780** email: **[customer.services@northyorks.gov.uk](mailto:customer.services@northyorks.gov.uk)**