

Head of School Job Description

STRATEGIC ENGAGEMENT LIMITED | RECRUITMENT

Job title	Head of School
Department	Campus Leadership, the Campus
Location	Bwanga-Katosi in Mukono District
Reports to	Board of Directors
Direct reports	Head Teacher; Chief Medical Officer; Head of Human Resources & Operations; Head of Finance; other senior Campus personnel in the approved organisational structure
Contract type	Full-time, Fixed-term 3yrs Contract probation of six months
Residence	Resident on campus

1. Background

The institution is building the the Campus as one place where children and young people, including those living with chronic health conditions, can learn, receive medical care, live safely and grow in confidence. The Campus brings together the the School, medical services, residential facilities, dining and recreation spaces, and the administrative and operational services that keep everything running.

The Campus is in its establishment phase. The Head of School is the senior executive who will guide it from planning to full operation, and then lead it day to day, so that education, healthcare, residential life and operations work as one community and not as separate departments.

At first, the post carries a significant establishment mandate. Once the Campus is fully operational, it moves into overall institutional leadership. Performance is judged on how ready the Campus is to open and on the quality of the systems built for the long term.

2. Job Purpose

To lead the the Campus as a safe, caring and well-run institution, making sure learners receive education, healthcare and residential support that fit together, and that Campus resources are used responsibly.

The Head of School turns the institution's vision into everyday practice, builds a positive and accountable culture, puts the right systems in place, and answers for results across all Campus functions.

Division of leadership. The Head of School is accountable for overall institutional leadership, the integration of Campus services, safeguarding, institutional culture, the annual Campus budget (with the Head of Finance), and relations with the Board and external stakeholders. The Head Teacher is accountable for academic quality and day-to-day school leadership. The Chief Medical Officer is accountable for clinical decisions and standards. The Head of Finance is professionally responsible for financial management, controls, accounting and reporting. The Head of HR & Operations is responsible for human resources and Campus operations. The Head of School supervises and supports each of them, and does not take over their professional responsibilities.

3. Key Responsibilities

3.1 Campus Leadership and Strategy

- 3.1.1 Provide clear leadership and direction for the Campus, in line with the institution's vision and approved strategic plan.
- 3.1.2 Turn the strategic plan into an annual implementation plan with priorities, work plans, budgets and measurable targets.
- 3.1.3 Lead the preparation and phased opening of the Campus.
- 3.1.4 Set up management and decision-making structures that everyone understands, and lead the Campus Senior Leadership Team.
- 3.1.5 Keep education, healthcare, residential and operational teams working towards shared goals, and hold each department head accountable for results.
- 3.1.6 Report regularly on Campus performance to institutional leadership and the Board.

3.1.7 Spot emerging risks, opportunities and resource needs early, and recommend action.

3.2 Getting the Campus Ready to Open

3.2.1 Lead the development and delivery of the Campus operational readiness plan.

3.2.2 Check that academic, medical, residential, administrative and support services are ready before each phase of opening.

3.2.3 Take part in selecting key Campus staff and make sure every new staff member is properly inducted.

3.2.4 Oversee the writing and rollout of essential policies, procedures, standard operating procedures (SOPs) and reporting systems.

3.2.5 Confirm that staffing, equipment, supplies, infrastructure, licences and other requirements are in place before opening.

3.2.6 Coordinate the commissioning of Campus facilities and their handover into use.

3.2.7 Set up systems for maintenance, security, transport, catering, housekeeping, student accommodation and other shared services.

3.2.8 Lead readiness reviews and make sure any gaps are closed before services start.

3.3 Education Oversight

3.3.1 Develop Curriculum together with the Head Teacher

3.3.2 Make sure the academic programme fits the Campus vision and meets national education standards.

3.3.3 Review academic quality, learner outcomes, attendance, retention and wellbeing.

3.3.4 Make sure the school has the staff, learning resources, facilities and systems it needs.

3.3.5 Promote inclusive, learner-centred education, including suitable arrangements for learners whose health affects their attendance, participation or learning.

3.3.6 Support good relationships with parents and guardians.

The Head of School does not replace the Head Teacher's professional responsibility for day-to-day academic leadership.

3.4 Bringing Education and Healthcare Together

3.4.1 Work closely with the Chief Medical Officer and the Head Teacher so that academic and medical teams coordinate well.

3.4.2 Make sure learners can get the healthcare they need without losing learning time unnecessarily.

3.4.3 Support individual health and learning plans where needed, and multidisciplinary review of complex learner needs.

3.4.4 Make sure clear communication protocols exist between medical, residential and education teams, and that learner confidentiality is protected.

3.4.5 Promote health literacy, self-management, independence and wellbeing among learners.

3.4.6 Make sure emergency medical response is built into Campus operations.

Clinical decisions and professional clinical standards remain with the Chief Medical Officer and appropriately licensed health professionals.

3.5 Residential Life and Learner Welfare

3.5.1 Oversee residential and boarding services.

3.5.2 Make sure supervision and duty-of-care arrangements are in place at all times.

3.5.3 Make sure residential life supports learners' educational, medical, developmental and psychosocial needs.

3.5.4 Promote a safe, respectful, inclusive and welcoming Campus environment.

3.5.5 Make sure there are fair systems for learner complaints, behaviour management, recreation, extracurricular activities and learner participation.

3.5.6 Make sure matrons, nursing staff, teachers and other learner-support staff work well together.

3.6 People and Culture

3.6.1 Build and sustain a culture that is professional, accountable, inclusive and driven by the institution's mission.

3.6.2 Agree workforce plans and staffing levels with the Head of HR & Operations.

3.6.3 Take part in recruiting and appointing senior and critical Campus staff.

3.6.4 Set clear performance expectations for direct reports and oversee performance management and staff development.

3.6.5 Support succession planning and leadership development.

- 3.6.6 Promote staff wellbeing, teamwork and continuous learning.
- 3.6.7 Make sure employment practices follow institutional policies and national employment requirements.

3.7 Finance and Sustainability

- 3.7.1 Lead the annual Campus budget process with the Head of Finance, who prepares the financial detail, and present the budget for approval.
- 3.7.2 Allocate resources according to institutional priorities and monitor how the budget is used.
- 3.7.3 Observe financial controls and delegated authority limits, and make sure others do too.
- 3.7.4 Review major procurement and spending requests within approved authority levels.
- 3.7.5 Promote value for money and careful use of Campus resources.
- 3.7.6 Support longer-term financial and operational sustainability plans, and make sure financial risks are identified and managed.

The Head of Finance keeps professional responsibility for financial management, controls, accounting and reporting.

3.8 Campus Operations and Services

- 3.8.1 Working with the Head of HR & Operations, make sure these services run well: facilities and infrastructure; security and access control; transport and fleet; ICT infrastructure and support; catering and food services; cleaning and housekeeping; grounds and landscaping; utilities and waste management; maintenance and repairs; procurement and inventory; and emergency preparedness and business continuity.
- 3.8.2 Make sure operational services meet the needs of both the school and the medical facility.

3.9 Safeguarding and Child Protection

- 3.9.1 Hold senior institutional responsibility for making sure safeguarding is part of everything the Campus does.
- 3.9.2 Make sure the institution safeguarding and child protection policies are put into practice.
- 3.9.3 Set up clear reporting and escalation routes for safeguarding concerns.
- 3.9.4 Make sure staff, volunteers, consultants and contractors receive safeguarding orientation, and that safeguarding is built into recruitment and staff management.
- 3.9.5 Make sure allegations and concerns are handled promptly and through approved procedures.
- 3.9.6 Help learners understand their rights and know how to raise a concern.
- 3.9.7 Consider safeguarding risks in residential services, transport, healthcare, extracurricular activities, field trips, digital communication and visitor management.
- 3.9.8 Report any allegation involving a member of the Campus Senior Leadership Team to the institutional Safeguarding Focal Person and Board Chair without delay.

3.10 Governance, Compliance and Risk

- 3.10.1 Make sure the Campus operates within education, health, employment, safety, environmental and other regulatory requirements.
- 3.10.2 Keep an institutional risk register and make sure mitigation actions are carried out.
- 3.10.3 Coordinate regulatory inspections, licensing and compliance requirements.
- 3.10.4 Make sure institutional policies are put into practice and reviewed regularly.
- 3.10.5 Keep working systems for incident reporting and corrective action.
- 3.10.6 Support internal and external audits and institutional reviews, and make sure records and documents are properly kept.

3.11 Monitoring and Institutional Performance

- 3.11.1 Set up a Campus performance management framework and agree institutional KPIs with department heads.
- 3.11.2 Review academic, clinical, residential, operational, financial and safeguarding performance.
- 3.11.3 Use data to decide where to step in or improve, and lead periodic performance reviews.
- 3.11.4 Make sure management and governance reports are prepared on time, and encourage decisions based on evidence.

3.12 External Relations and Partnerships

- 3.12.1 Represent the Campus where institutional leadership has delegated this.
- 3.12.2 Build constructive relationships with parents, guardians, communities, government authorities, professional bodies and partners.

- 3.12.3 Coordinate with the institution's wider programmes and leadership.
- 3.12.4 Support partnerships that advance the Campus mission.
- 3.12.5 Protect the reputation and interests of the institution and the Campus.

4. Deliverables

During Campus establishment and opening

Deliverable	Frequency	Submitted to
Campus operational readiness plan	Once, by January 15 th 2027	Board
Phased Campus opening plan	Once, by January 15 th 2027	Board
Staffing and onboarding plan	Once, then annually	Board; Head of HR & Operations
Campus management and reporting framework	Once, by January 15 th 2027	Board
Policies, procedures and SOP implementation matrix	Once, updated quarterly	Board
Regulatory and operational readiness checklist	Before each opening phase	Board
Campus risk register	Set up before opening, reviewed quarterly	Board
Emergency preparedness and business continuity framework	Once, reviewed annually	Board
Confirmation that education, clinical, residential and support services are ready	Before each opening phase	Board

During ongoing operations

Deliverable	Frequency	Submitted to
Annual Campus strategic implementation plan	Annually,	Board
Annual Campus operating budget (with the Head of Finance)	Annually	Board
Annual performance objectives and KPIs	Annually,	Board
Senior management performance review	Monthly	Campus Senior Leadership Team
Quarterly institutional performance report	Quarterly	Board
Safeguarding and risk-management oversight report	Quarterly	Board; institutional Safeguarding Focal Person
Annual Campus performance report	Annually	Board
Annual institutional improvement plan	Annually	Board

5. Key Performance Indicators

Performance is assessed against agreed annual and establishment-phase objectives. Targets are to be agreed annually between the Head of School and the Board.

Area	Indicator	Target
Campus readiness	Readiness checklist items completed before each opening phase	100%
Safeguarding	Concerns recorded and actioned within policy timelines; staff training up to date	100%
Learner outcomes	Learner progress and attendance (excluding authorised medical absence) against agreed targets	95%

Area	Indicator	Target
Integrated care	Learners with complex needs reviewed by the multidisciplinary team each term	100%
People	Senior posts filled within agreed time; staff retention rate	60days; [85%
People	Direct reports appraised on time	100%
Finance	Spending within the approved budget	Within 5%
Compliance	Licences, inspections and statutory requirements up to date	100%
Operations	Reliability of Campus services (transport, security, catering, ICT, maintenance)	95
Risk	Risk register reviewed and mitigation actions completed on time	90%
Engagement	Staff, learner and parent satisfaction	85%
Governance	Board and management reports submitted on time	100%

6. Qualifications and Experience

Minimum Academic Qualification

- i. Honors Bachelor's Degree in any education related Courses, Business Administration, Public Administration from recognized higher Institutions of learning
- ii. Master's degree in any Education related course, Business Administration, Public Administration, Management or another relevant field from a recognized higher Institution of learning

Minimum Work Experience

- i. Minimum of 10 years of professional working experience from reputable Institution, of which 5 years should have been gained at Senior leadership role from a reputable organization.

Key Skills and Competencies

- i. Strategic Direction and Leadership.
- ii. Risk Assessment and Management
- iii. Stakeholder Management
- iv. Monitoring and Evaluation
- v. People Management
- vi. Financial analysis
- vii. Change Management
- viii. Creating high performing team
- ix. Strategy Management

Pre-appointment requirements

- i. Satisfactory police clearance (Certificate of Good Conduct).
- ii. At least two verified professional references, including the most recent employer.
- iii. Satisfactory qualification, background and safeguarding checks, as required by the institution.
- iv. Signed acknowledgement of the institutional Safeguarding Policy and Code of Conduct.

7. Core Competencies

Competency	Behavioural indicators
Strategic and institutional leadership	Sets a clear direction and helps people see where they fit in it. Turns strategy into plans, systems and measurable targets.
People leadership and team building	Builds trust, gives honest and respectful feedback, and deals with under-performance fairly. Grows future leaders within the team.
Judgement and decision-making	Weighs the facts and the interests of learners before acting. Decides in good time and explains the reasons.
Leading multidisciplinary teams	Treats teachers, clinicians, matrons and operations staff as equal partners. Respects professional boundaries and confidentiality.
Safeguarding orientation	Acts straight away on concerns. Puts learners' safety, dignity and wellbeing first in every decision.
Financial and operational literacy	Reads budgets and operational reports with confidence. Makes sure resources are used for their intended purpose.
Risk management	Sees problems coming and keeps risks visible and managed.
Performance and accountability	Sets clear expectations, checks results against data and follows up.
Communication and stakeholder management	Speaks clearly and kindly with parents, staff, government and partners. Handles complaints constructively.
Change management and adaptability	Leads people through change calmly. Solves problems practically and adapts when plans change.
Integrity and professional ethics	Does the right thing when no one is watching. Models the institution's values of Collaboration, Holistic Care, Empowerment & Education, Safety, Equity & Access

8. Ethics, Confidentiality and Safeguarding

The Head of School holds a position of significant trust and shall:

- 8.1 Maintain the highest standards of integrity, accountability and professional conduct.
- 8.2 Place the safety, dignity, wellbeing and best interests of learners at the centre of every decision.
- 8.3 Keep information confidential, especially learner health information, in line with the Data Protection and Privacy Act, 2019 and the institutional information-sharing protocol.
- 8.4 Declare and manage any actual, potential or perceived conflict of interest.
- 8.5 Apply zero tolerance to abuse, exploitation, harassment, fraud, corruption and discrimination.
- 8.6 Comply with institutional policies, codes of conduct, safeguarding requirements and applicable laws.
- 8.7 Use institutional resources responsibly and only for their intended purpose.

9. Review of this Job Description

This job description reflects the main responsibilities of the post at the date of approval. It will be reviewed whenever required, in consultation with the post-holder.