

Head Teacher Job Description

STRATEGIC ENGAGEMENT LIMITED | RECRUITMENT

Job title	Head Teacher
Department	Academic Department, the School
Location	Bwanga-Katosi in Mukono District
Reports to	Head of School
Direct reports	Teacher, IT and Creative Arts
Contract type	Full -Time, fixed-term 3 years contract , probation of [six] months
Residence	Resident on campus

1. Background

the School provides inclusive, high-quality education within an integrated campus that combines education, healthcare, psychosocial support and life-skills development. Many learners have diverse educational and health needs, including chronic health conditions and special educational needs. The Head Teacher is the senior academic leader of the school and works alongside the Head of School, the clinical team and the psychosocial team to ensure that every learner can learn, participate and thrive.

2. Job Purpose

To lead the quality of teaching, learning and assessment at the School, ensuring that every learner, including those with chronic health conditions or special educational needs, achieves their academic potential within a safe and inclusive environment.

Division of leadership. The Head Teacher is accountable for academic quality, curriculum delivery, assessment, academic staff management and learner academic outcomes. The Head of School is accountable for overall institutional leadership, finance, boarding, estates, human resource approvals, Board relations and external representation. Section 4 sets out decision rights in detail.

3. Key Responsibilities

3.1 Academic Leadership and Curriculum

- 3.1.1 Develop Curriculum together with the Head of school [national curriculum and approve school-based schemes of work, lesson plans and assessment plans.
- 3.1.2 Develop and implement the annual School Improvement Plan, with measurable academic targets, for approval by the Head of School.
- 3.1.3 Track learner attainment and progress each term, analyse results and lead targeted interventions where learners or classes fall below target.
- 3.1.4 Prepare learners for national assessments and examinations and ensure compliance with examination body requirements.
- 3.1.5 Introduce and evaluate learner-centred and inclusive teaching approaches, including adapted delivery for learners with interrupted attendance due to health needs.

3.2 Teaching Quality and Academic Staff Management

- 3.2.1 Line-manage academic staff directly or through Heads of Department, including allocation of teaching loads, leave approval and day-to-day supervision.
- 3.2.2 Conduct or oversee lesson observations, with each teacher observed at least [twice] per term.
- 3.2.3 Complete annual performance appraisals for all academic staff within the school's appraisal cycle.
- 3.2.4 Identify development needs, plan continuous professional development and coordinate mentoring and induction of new teachers.

- 3.2.5 Recommend recruitment, confirmation, promotion and disciplinary action for academic staff to the Head of School, in line with institutional human resource policies.

3.3 Learner Support, Inclusion and Wellbeing

- 3.3.1 Oversee the identification of learners requiring additional support and ensure that Individual Learning Plans are prepared, implemented and reviewed each term.
- 3.3.2 Lead the school behaviour and positive discipline framework and recommend suspensions or exclusions to the Head of School.
- 3.3.3 Integrate life-skills education into the academic timetable and coordinate with the [psychosocial support lead] on referrals and learner wellbeing plans.
- 3.3.4 Monitor learner attendance and follow up persistent absence with parents, guardians and, where health-related, the clinical team.

3.4 Integrated Health–Education Collaboration

- 3.4.1 Decide on educational accommodations for learners with health conditions (timetable adjustments, assessment arrangements, catch-up support) on the advice of the Chief Medical Officer and Lead Nurse.
- 3.4.2 Co-chair, with the Lead Nurse, a termly multidisciplinary review of learners with complex health and learning needs.
- 3.4.3 Apply the agreed information-sharing protocol so that teachers receive only the health information they need to support a learner.
- 3.4.4 Promote health literacy in the curriculum and school community. Clinical and medical decisions remain the responsibility of the clinical team.

3.5 Safeguarding and Child Protection

- 3.5.1 Serve as Designated Safeguarding Lead for the school, receiving and recording safeguarding concerns and making referrals in line with institutional policy and national child protection requirements.
- 3.5.2 Report any allegation against a member of staff directly to Head of School and the institutional Safeguarding Focal Person], and not only through the line manager.
- 3.5.3 Ensure all academic staff complete safeguarding training on appointment and refresher training at least annually.
- 3.5.4 Ensure that classrooms, learning spaces and school activities are safe and that risk assessments are completed for trips and off-site activities.

3.6 School Operations, Resources and Compliance

- 3.6.1 Approve the academic timetable, the school calendar of assessments and the examination schedule.
- 3.6.2 Prepare the annual academic budget for approval by the Head of School and manage approved allocations per transaction.
- 3.6.3 Ensure academic compliance with Ministry of Education and Sports requirements and prepare the school for inspection by the Directorate of Education Standards.
- 3.6.4 Maintain accurate academic records, learner registers and assessment data.

3.7 Parent and Stakeholder Engagement

- 3.7.1 Communicate learner progress to parents and guardians through termly reports and at least [one] parent–teacher meeting per term.
- 3.7.2 Respond to parental concerns on academic matters within [five] working days and escalate unresolved concerns to the Head of School.

3.8 Boarding and Pastoral Duties

- 3.8.1 Coordinate evening preparation (prep) and academic supervision of boarders with the HR and Dorm Matrons
- 3.8.2 Participate in the senior staff duty rota, including weekend and evening duties.

4. Deliverables

Deliverable	Frequency	Submitted to
School Improvement Plan	Annually, by [month]	Head of School; Board
Academic performance report	Termly	Head of School

Deliverable	Frequency	Submitted to
Learner attendance and achievement report	Termly	Head of School
Teacher appraisal reports	Annually	Head of School; Human Resources
Safeguarding compliance report	Termly	Head of School; institutional Safeguarding Focal Person
Multidisciplinary learner review minutes	Termly	Head of School; CMO
Parent engagement report	Termly	Head of School
Annual Education Quality Report	Annually	Head of School; Board

5. Key Performance Indicators

Targets are to be agreed annually between the Head Teacher and the Head of School.

Area	Indicator	Target
Learner outcomes	Proportion of learners meeting or exceeding expected progress	75%
Learner outcomes	National assessment / examination results against prior year	Improvement on prior year, or at least maintained in the first year
Attendance	Average learner attendance rate (excluding authorised medical absence)	95%
Teaching quality	Lessons observed rated good or better	80%
Staff management	Academic staff appraised on time	100%
Inclusion	Learners with Individual Learning Plans reviewed each term	100%
Safeguarding	Concerns recorded and actioned within policy timelines; staff training up to date	100%
Engagement	Parent attendance at termly meetings; parent satisfaction score	75% attendance; 85% satisfaction

6. Qualifications and Experience

Required

- Honor's Bachelor's Degree in Education or Educational Psychology or Education Management, or any related course
- Master's degree in education, Educational Leadership and Management, or Special Needs / Inclusive Education or any related course
- Registered as a teacher with the Ministry of Education and Sports.
- At least eight years' teaching experience, of which at least five years at Deputy Head Teacher or Head of Department level or above.
- Demonstrable experience of inclusive education practice.

Preferred

- Experience supporting learners with chronic health conditions or special educational needs.
- Training in safeguarding and child protection, and in school data management.

Pre-appointment requirements

- Satisfactory police clearance (Certificate of Good Conduct).

- At least two verified professional references, including the most recent employer.
- Signed acknowledgement of the institutional Safeguarding Policy and Code of Conduct.

7. Core Competencies

Competency	Behavioural indicators
Educational leadership	Sets a clear academic vision and translates it into measurable school targets. Leads change in teaching practice and holds staff accountable for agreed standards.
Curriculum and assessment management	Plans curriculum coverage and assessment across the year. Uses assessment results to adjust teaching and interventions.
People leadership and supervision	Gives regular, specific feedback grounded in observation. Addresses under-performance promptly and fairly. Develops future leaders within the team.
Inclusive, learner-centred practice	Ensures teaching is adapted to learners' needs and health circumstances. Removes barriers to participation and progress.
Safeguarding judgement	Recognises and acts on concerns without delay. Places learner welfare first in every decision.
Multidisciplinary collaboration	Works as an equal partner with clinical and psychosocial colleagues. Respects professional boundaries and confidentiality.
Communication and stakeholder engagement	Communicates clearly and sensitively with parents, staff and authorities. Handles complaints constructively.
Data-informed decision making	Analyses attendance, attainment and progress data. Bases decisions and reports on evidence.
Resilience and values alignment	Remains composed under pressure. Models the institution's values of Professionalism, Transparency, Integrity, Empathy, Honesty, Respect, Responsibility

8. Ethics, Confidentiality and Data Protection

The Head Teacher shall:

- 8.1 Place learner welfare at the centre of all decisions.
- 8.2 Handle learner, family and staff information, especially health information, confidentially and in line with the Data Protection and Privacy Act, 2019 and the institutional information-sharing protocol.
- 8.3 Comply with the institutional Code of Conduct, Safeguarding Policy and national professional standards for teachers.
- 8.4 Promote an inclusive, respectful and supportive learning environment free from discrimination.

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.