enjuba
See the World Differently

JOB DESCRIPTION: HEAD OF SCHOOL

Job Title	Head of School
Department	Programmes and Impact
Reports to	Executive Director / Designated Senior Management
Supervises	Teaching Staff, Academic Leaders, School Administrator and other designated school personnel
Duty Station	Enjuba, Uganda
Employment Type	Full-time

1. Background

enjuba is an education-focused organization working to improve foundational learning outcomes for children in Uganda through Teacher Coaching, Books and Structured Curriculum. enjuba uses programme data to monitor implementation, assess progress, measure impact and inform decisions on programme improvement and scale.

2. Job Purpose

The Head of School provides strategic leadership, overall management and oversight of the school's academic, operational and administrative functions to ensure the delivery of high-quality education and a safe, inclusive and stimulating learning environment. It is responsible for translating the school's vision, mission and strategic priorities into effective school-wide programmes, systems and practices. This includes driving academic excellence, strengthening teaching and learning, developing a high-performing workforce, maintaining strong relationships with parents and stakeholders, and ensuring effective utilization of school resources.

The Head of School is ultimately accountable for the school's overall performance, institutional effectiveness, learner development and continuous improvement.

3. Key Roles and Responsibilities

A. Strategic Leadership and School Development

- Provide strategic direction and leadership in the implementation of the school's vision, mission, values and strategic objectives.
- Develop and oversee annual school improvement plans, ensuring that institutional priorities translate into measurable departmental and individual performance targets.
- Establish a culture of high expectations, accountability, professionalism, continuous improvement and learner-centred practice.
- Monitor school-wide performance against agreed targets and initiate timely interventions where performance gaps are identified.
- Identify opportunities for institutional growth, innovation and improvement in the quality of education.
- Provide regular performance updates, reports and recommendations to senior management and the Board, where applicable.
- Develop and oversee annual learner enrolment growth strategies and targets aligned with the school's strategic objectives.
- Monitor enrolment performance against agreed targets and implement strategies to address gaps in learner recruitment and school population growth.

B. Academic Leadership and Quality Assurance

- Provide overall oversight of curriculum implementation, instructional quality and academic standards across all classes and learning areas.
- Ensure the curriculum is effectively delivered in accordance with the approved national curriculum and relevant education requirements.
- Oversee the development and implementation of school-wide academic plans, assessment frameworks and learner performance improvement strategies.
- Establish effective systems for monitoring teaching quality, lesson delivery, learner engagement and academic progress.
- Use assessment data, classroom observations and academic performance reports to identify learning gaps and drive evidence-based interventions.
- Ensure appropriate academic support mechanisms are in place for learners with varying abilities and learning needs.
- Promote innovative, inclusive and learner-centred teaching approaches.
- Ensure the school maintains accurate academic records and produces timely, meaningful reports on learner progress.
- Monitor learner attendance, academic progress and participation to identify factors that may affect learner retention and overall academic performance.
- Ensure timely interventions for learners at risk of dropping out or discontinuing their education.

C. Staff Leadership and Performance Management

- Provide leadership in building, managing and retaining a competent, motivated and high-performing school workforce.
- Lead the development and implementation of departmental and individual performance objectives aligned with school priorities.
- Oversee staff recruitment, deployment, induction, performance reviews and professional development in collaboration with HR.
- Establish clear accountability structures, reporting relationships and performance expectations across the school.
- Provide leadership coaching and mentorship to academic and administrative staff.
- Address staff performance gaps, conduct and workplace concerns in accordance with established policies and procedures.
- Promote teamwork, collaboration, professional conduct and a positive working environment.
- Identify staff development needs and ensure continuous professional development opportunities are aligned with institutional priorities.

D. School Operations and Administration

- Oversee the effective day-to-day running of the school, ensuring that academic and administrative activities are properly coordinated.
- Ensure appropriate systems, policies and procedures are in place to support efficient school operations.
- Oversee the development and implementation of the school timetable, annual calendar and operational plans.
- Ensure school facilities, classrooms, learning materials, equipment and other resources are properly maintained and utilised.
- Work with the Finance and Administration teams to develop and monitor school budgets and ensure responsible resource utilisation.
- Monitor operational expenditure and ensure activities are implemented within approved budgets.
- Ensure proper management of school records, enrolment data, attendance records and other institutional documentation.

- Ensure the school complies with applicable regulatory, licensing, health and safety requirements.
- Oversee the school's admissions process, ensuring efficient management of enquiries, applications, learner assessments, placement and admission decisions.
- Ensure accurate and up-to-date records of learner enrolment, admissions, attendance, transfers and withdrawals.
- Ensure enrolment projections inform staffing requirements, classroom capacity, learning materials and other resource allocation decisions.
- Monitor learner withdrawals and non-returning learners, ensuring reasons are documented and appropriate follow-up is undertaken.

E. Learner Welfare, Safeguarding and Discipline

- Champion learner safety, wellbeing, protection and holistic development.
- Ensure effective implementation of child safeguarding and protection policies and procedures.
- Establish and oversee appropriate systems for managing learner discipline, behaviour, attendance and welfare.
- Ensure safeguarding concerns, complaints and incidents are appropriately documented, escalated and addressed in accordance with established procedures.
- Promote an inclusive school environment that respects learners' individual needs, backgrounds and abilities.
- Oversee systems for identifying and supporting learners experiencing academic, behavioural, social or emotional challenges.
- Promote positive learner behaviour, character development, responsibility and respect.
- Ensure appropriate emergency preparedness, health and safety procedures are maintained.

F. Parent, Community and Stakeholder Engagement

- Build and maintain constructive relationships with parents, guardians, education authorities and other relevant stakeholders.
- Establish effective communication channels for sharing school updates, learner progress and institutional developments.
- Oversee the timely and professional management of parent concerns, complaints and feedback.
- Organise and lead parent engagement meetings and other school-community activities.
- Represent the school in relevant external engagements, partnerships and education forums.
- Build partnerships that contribute to improved learning outcomes, institutional development and learner opportunities.
- Promote the school's reputation through professional stakeholder engagement and consistent delivery of its educational commitments.

G. Performance Monitoring, Reporting and Accountability

- Establish measurable performance indicators for academic, operational and institutional effectiveness.
- Monitor key indicators, including learner enrolment, retention, attendance, academic progress, staff performance, parent satisfaction and operational efficiency.
- Ensure accurate and timely collection, analysis and utilisation of school performance data.
- Prepare and submit periodic school performance reports to senior management.
- Lead periodic reviews of school systems, policies and practices to identify improvement opportunities.
- Ensure agreed actions from inspections, audits, performance reviews and management meetings are implemented.
- Take ownership of institutional challenges and ensure timely resolution or escalation of matters beyond the role's authority.

- Lead parent engagement and learner recruitment initiatives to attract prospective learners and strengthen the school's enrolment.
- Coordinate school tours, open days and other outreach activities to promote the school and support learner admissions.
- Ensure prospective parents receive timely information and follow-up throughout the admissions process.
- Engage parents and guardians to address concerns that may affect learner retention and continued enrolment.

4. Qualifications and Professional Requirements

Minimum Qualifications

- Bachelor's Degree in Education or a relevant education-related field from a recognised institution.
- A postgraduate qualification in Educational Leadership, Educational Management, School Administration or a related discipline is highly desirable.
- Relevant professional teaching qualifications and registration, where required by applicable regulations.

Professional Experience

- At least 5–7 years of progressive experience in the education sector.
- At least 3 years in a senior school leadership or management position, such as Deputy Head Teacher, Deputy Head of School, Director of Studies or Head Teacher.
- Demonstrated experience in leading academic improvement, managing teaching teams and overseeing school operations.
- Experience in staff performance management, curriculum implementation, school improvement planning and stakeholder engagement.
- Experience managing school budgets, resources and institutional performance.

5. Core Competencies and Skills

- Strategic Leadership**:** Ability to translate institutional vision into actionable plans, measurable outcomes and sustainable improvements.
- Instructional Leadership**:** Strong understanding of effective teaching practices, curriculum implementation, assessment and learner achievement.
- People Management**:** Ability to lead, motivate, coach and hold diverse teams accountable for performance.
- Performance Management**:** Ability to establish clear expectations, monitor results and address performance gaps.
- Financial and Operational Acumen**:** Ability to manage institutional resources, budgets and operational priorities responsibly.
- Communication and Interpersonal Skills**:** Excellent written and verbal communication, active listening and stakeholder management.
- Problem-Solving and Decision-Making**:** Ability to assess complex situations, exercise sound judgement and make timely decisions.
- Data-Driven Management**:** Ability to interpret school performance data and use evidence to guide decisions.
- Conflict Resolution**:** Ability to manage disagreements, complaints and sensitive workplace and parent concerns professionally.
- Integrity and Professionalism: Demonstrates sound judgement, confidentiality, ethical conduct and accountability.
- Adaptability and Innovation**:** Ability to respond to changing educational needs and introduce practical improvements.

6. Personal Attributes

- A visionary and results-oriented education leader.
- Passionate about quality education and holistic learner development.
- Highly organised, proactive and accountable.
- Firm, fair and consistent in managing people and enforcing standards.
- A strong role model who demonstrates integrity and professionalism.
- Collaborative, approachable and capable of building trust.
- Committed to continuous learning and institutional improvement.