



## Hull Collaborative Academy Trust

### JOB DESCRIPTION & PERSON SPECIFICATION

**JOB TITLE:** Assistant Headteacher      **DATE PREPARED:** May 4<sup>th</sup> 2020

**REPORTING TO:** Headteacher

**DIGNITY AT WORK:** To show, at all times, a personal commitment to Looked after Children and treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Council's Equal Opportunities in Employment Policy.

**PURPOSE:**

To be a member of the school leadership team, and assist the Headteacher in the overall strategic management of the school. To lead on the quality of teaching and learning and provision within the school.

**PRINCIPAL ACCOUNTABILITIES:**

*Please note decision making must be included within the Principal Accountabilities*

|    |  |
|----|--|
| 1. | To maintain good practice and manage the implementation of changes across all key stages within the school in accordance with developments in the educational field                              |
| 2. | To ensure that the school improvement plan is implemented at all levels, and to monitor its progress, effectiveness and impact.  |
| 3. | To support and monitor the timetabling and effectiveness of provision for all pupils in school   |
| 4. | To foster links with parents, and other professionals, agencies.   |
| 5. | To communicate regularly, regarding education matters, to teachers, teaching assistants and other professionals involved with the education of children across the whole school.                 |
| 6. | Always demonstrate high standards of personal integrity, loyalty, discretion and professionalism whilst publicly supporting all decisions of the Head teacher, Associate Head and Governing Body |
| 7. | To promote and uphold the Restorative ethos of the school and ensure that all issues arising relating to the school, are dealt with in line with the Restorative framework                       |

|     |  |
|-----|--|
| 8.  | <p>To fulfil the responsibilities of Assistant head teacher as set out below:</p> <ol style="list-style-type: none"> <li>1. Provide an example of excellence as a leading classroom practitioner, thereby inspiring, motivating and supporting other staff.</li> <li>2. Be prepared to teach in any class within the school, as and when required</li> <li>3. Monitor and evaluate the quality of work of the teachers across the whole school and the impact on pupil progress and attainment in order to set challenging targets</li> <li>4. Review with teachers, teaching timetables and the balance and the relevance of planned activities so that a broad creative curriculum which meets the needs of all children is offered at the appropriate level.</li> <li>5. Review as directed by the head teacher, the performance management of identified staff</li> <li>6. Direct the deployment of staff within the school when required e.g. when absences are not able to be covered and inform the Headteacher of arrangements made.</li> <li>7. Liaise with staff to ensure that the personal and social welfare needs of children in the school are met.</li> <li>8. Chair staff meetings and arrange other meetings with teachers and non teaching staff as and when necessary (i.e. phase meetings)</li> <li>9. Provide support and advice for staff in the school as regards any educational matters.</li> <li>10. To ensure that policies and procedures in the school, agreed at leadership level are implemented and practiced consistently</li> <li>11. To be a member of the leadership team and assist the Head Teacher and Deputy Headteacher in the day to day running of the school.</li> <li>12. In partnership with the Head teacher and the Senior Leadership Team, contribute to the development of a strategic vision to influence the School Improvement Plan and evaluate its effectiveness in bringing about School Improvement.</li> <li>13. In the absence of the Head Teacher and Deputy Headteacher take responsibility for issues relating to health and safety, and child protection; and to ensure full implementation of the school's curriculum.</li> </ol> |
| 9.  | <p>Liaise and inform parents and carers about the progress of their child and deal with any inherent issues with regard to behaviour and safety.</p>   |
| 10. | <p>To promote and safeguard the welfare of children and young person's in accordance with Safeguarding Children in Education under the provisions of the Education Act 2002 section 175</p>  |

11. The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on Hull Collaborative Academy Trust, as your employer and you as an employee. In addition to the Trust's overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in the Academy's H&S policy.

**GENERAL:**

1. This job description should be read alongside the range of duties and responsibilities of Assistant Head teachers as set out in the annual School Pay & Conditions Document.
2. The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility and will be considered each time the Headteacher / Trust undertakes a review of the staffing structure.
3. The postholder must be flexible to ensure the operational needs of the School are met.
4. The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times
5. The Trust's Equal Opportunity Employment Policy must be promoted at all times.

**DIMENSIONS:**

**All sections should be completed – if there aren't any state 'none'**

**1. Responsibility for Staff:**

Manages team of staff including teachers and support staff  
 Assists Head Teacher in the day to day running of school (EYFS and Safeguarding)  
 Works in collaboration with Nursery Manager

**2. Responsibility for Customers/Clients:**

Oversees learning and pastoral needs of children in EYFS  
 Ensures Safeguarding procedures and policies are executed to the benefit of all children and families

**3. Responsibility for Physical Resources:**

Ensures smooth running of the school by establishing protocol to ensure best use of resources  
 Deploy staff in order to maintain high expectations and high standards

**WORKING RELATIONSHIPS:**

**All sections should be completed – if there aren't any state 'none'**

**1. Within Service Area/Section:**

All staff, pupils, parents, governors, the community, educational support services, other

schools and educational establishments

**2. With other Academy schools**

Trust wide, other public services, and community representatives

**3. With External Bodies**

National charitable organisations, Local authorities etc

**ORGANISATION CHART:**

**\*\* shows this post**

**Head teacher**  
**Deputy Head**  
**Assistant headteachers**  
**Teachers**  
**Support staff**

|   | <i>Tick relevant level for each category</i> |     |          |      |           |         | Supporting Information (if applicable) |
|---|--|-----|----------|------|-----------|---------|--|
|   | Not applicable                               | Low | Moderate | High | Very High | Intense |  |
| <b>PHYSICAL DEMANDS:</b><br>Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).                            |  | X   |          |      |           |         |  |
| <b>WORKING CONDITIONS:</b><br>Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment). |  | X   |          |      |           |         |  |
| <b>EMOTIONAL DEMANDS:</b><br>Exposure to objectionable situations over and above that normally incurred in a day to day office environment.   |  |     | X        |      |           |         |  |

| <b>PERSON SPECIFICATION</b>  |   | Tick relevant column |                        | List code/s*   |
|--|---|----------------------|------------------------|----------------|
| <p><b>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</b></p> <p><i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation</i></p> |   | Essential            | Desirable              | How identified |
|  |   | <b>1.</b>            | <b>Qualifications:</b> |                |
|  | Appropriate Degree  | X                    |                        | AF/CQ          |
|  | Commitment to further training and development  | X                    |                        | AF/I           |
|  | Middle or senior leadership qualification (i.e. NPQ/NPQSL)  |                      | X                      | AF/R           |
|  |   |                      |                        |                |
| <b>2.</b>  | <b>Relevant Experience:</b>   |                      |                        |                |
|  | Successful and relevant experience across the primary age range   | X                    |                        | AF/I           |
|  | Has been a successful leader in school (led and influenced others)  | X                    |                        | AF/I/R         |
|  | Experience of working closely with families, other agencies and stakeholders                                  | X                    |                        | AF/I/R         |
|  | Taught in more than one school and across different year groups   |                      | X                      | AF/I           |
|  | Clear understanding of the use of performance data and target setting   | X                    |                        | AF/I           |
|  | Has been a member of a school's leadership team   | X                    |                        | AF/R           |
|  | Has led a core subject (English/Maths) or key aspect of a school's improvement plan                           | X                    |                        | AF/I/R         |
|  | Experience of coaching and mentoring others   |                      | X                      | AF/I           |
|  | Experience of appraising colleagues   |                      | X                      | AF/I           |
|  | Experience of writing, implementing and evaluating curriculum plans   | X                    |                        | AF/I           |
|  | Experience of supporting pupils who have behavioural challenges   | X                    |                        | AF/I           |
| <b>3.</b>  | <b>Skills (including thinking challenge/mental demands):</b>  |                      |                        |                |
|  | Motivation to work with children and young people   | X                    |                        | AF/I/R         |
|  | Able to adapt and be flexible   | X                    |                        |                |
|  | Ability to form and maintain appropriate relationships and personal boundaries with children and young people | X                    |                        | AF/I/R         |
|  | Demonstrates good interpersonal skills with children and adults   | X                    |                        | AF/I/R         |
|  | Demonstrates good communication skills with children and adults   | X                    |                        | AF/I/R         |
|  | Ability to see issues from a 'whole school' perspective   | X                    |                        | AF/I           |
| <b>4.</b>  | <b>Knowledge:</b>   |                      |                        |                |
|  | A knowledge and commitment to safeguarding and promoting the welfare of children, young people                | X                    |                        | AF/I/R         |
|  | Has a thorough knowledge of best educational practice including Early Years                                   | X                    |                        | AF/I/R         |
|  | Highly knowledgeable about all aspects of safeguarding and KCSIE  | X                    |                        | AF/I/R         |
|  | Knowledge of system leadership  | X                    |                        | I/R            |
|  | Knowledge of whole school self evaluation procedures  | X                    |                        | AF/I/R         |
|  | Knowledge of 'Maths No Problem' and 'The Write Stuff'   |                      | X                      | AF/I           |

| <b>PERSON SPECIFICATION</b>  |   | Tick relevant column |           | List code/s*            |
|--|---|----------------------|-----------|-------------------------|
|  |   | Essential            | Desirable | How identified          |
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|  | Knowledgeable about the effective use of performance data to raise standards  | X                    |           | AF/I/R                  |
|  | Knowledge of Restorative Practice   | X                    |           | AF/I                    |
|  | Knowledge of the challenges that inner-city schools face  |                      | X         | AF/I                    |
| <b>5.</b>  | <b>Interpersonal/Communication Skills:</b>  |                      |           |                         |
|  | <b>Verbal Skills</b>  |                      |           |                         |
|  | Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people                  | X                    |           | AF/I/R                  |
|  | Demonstrate the ability to be an enthusiastic and committed role model for children, staff and parents  | X                    |           | AF/I/R                  |
|  | Be a confident and clear communicator to a range of audiences   | X                    |           | AF/I/R                  |
|  | Ability to demonstrate sensitivity when working with staff, pupils and governors  | X                    |           | AF/I                    |
|  | Ability to motivate, influence and inspire staff at all levels  | X                    |           | I/R                     |
|  | Ability to work in a team and to lead staff effectively   | X                    |           | I/R                     |
|  | Ability to represent the school in meetings and communicate issues in a coherent manner   | X                    |           | I/R                     |
|  | <b>Written Skills</b>   |                      |           |                         |
|  | Ability to present a range of issues and information in different styles dependent upon audience  | X                    |           | I/R                     |
| <b>6.</b>  | <b>Other:</b>   |                      |           |                         |
|  | Personal vision of excellence in education  | X                    |           | I                       |
|  | Aspiration to progress to Deputy Headship and then Headship   |                      | X         | AF/I                    |
|  | Willingness to undertake additional training as required to support the school  | X                    |           | AF/I                    |
|  | Commitment to Hull Collaborative Academy Trust  | X                    |           | I                       |
| <b>8.</b>  | <b>Additional Requirements:</b>   |                      |           |                         |
|  | 'none'  |                      | N/A       |                         |
|  |   |                      | N/A       |                         |
|  |   |                      | N/A       |                         |
| <b>9.</b>  | <b>Disclosure of Criminal Record:</b>   |                      |           |                         |
|  | The successful candidate's appointment will be subject to the Council obtaining a satisfactory Enhanced Disclosure from the Criminal Records Bureau | X                    | N/A       | CRB Disclosure          |
|  | If the postholder requires a CRB disclosure the candidate is required to declare full details of everything on their criminal record.               | X                    | N/A       | AF(after short listing) |
|  | If the postholder does not require a CRB disclosure the candidate is required to declare unspent convictions only.                                  |                      | N/A       | AF(after short listing) |

| <b>PERSON SPECIFICATION</b>  |   | Tick relevant column |                  | List code/s*          |
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|  | To Complete a staff disqualification form as required under the Childcare Act 2006. | X                    |                  |                       |