





Malorees Infant & Junior School

Assistant Headteacher for

the Quality of Education

**Welcome to Malorees Infant & Junior School**



Thank you for taking an interest in our school. In this pack, you will find some information about Malorees and the post advertised. We hope you find this information useful. If you would like to find out more about our school, please contact us. A school visit can be arranged.

Malorees Infant and Junior School is located within an appealing, exciting and diverse area of Brent. We cater for children with a wide breadth of needs and abilities, supported strongly by an engaging and pro-active school community.

We are proud of the inclusive and learning environment that we have created. We have high expectations for every child and believe we give them the best possible education so that they can strive not just academically but creatively, emotionally, and socially. We want to broaden children’s horizons by enriching their experiences at school.

We strive to set them up for future success by giving them the opportunities, skills and attitudes they need to thrive in the modern world, such as: teamwork, independence, resilience and creativity.

Above all, a feature that makes Malorees unique is our staff, as we are a friendly, motivated, supportive, and dedicated team. We are all committed to education and work conscientiously to make a positive difference to our children’s lives.

We look forward to hearing from you.

Sian Davies

Executive Head

Malorees Infant & Junior School



What we are looking for:

* A strong, optimistic, and motivated leader of teaching, learning and curriculum development
* An effective professional – who can lead and support others in all aspects of school improvement
* Someone who is organised, flexible, efficient, and collaborative
* An excellent teacher who demonstrates high aspirations for all pupils and ensures gaps in attainment are narrowed
* A professional who is reflective and always looking to improve their practice and support to others
* A leader in the quality of education and knowledge of school systems and processes needed to secure improvement

What we can offer you:

* A welcoming, friendly, and inclusive school
* Excellent opportunities for growth and development in a leadership role
* A supportive federated governing board
* A creative learning environment that welcomes innovation
* A caring and dedicated team of teachers and support staff
* Strong school community engagement and participation
* Opportunities to impact positively on all aspects of school provision
* Scope to influence and impact positive change school wide

**JOB DESCRIPTION**

***Job Title:*** **Assistant Headteacher for Quality of Education**

***Responsible to:*** Headteacher

***Duties:*** The School Teachers' Pay and Conditions Document (Part XI) specifies the general professional duties of all teachers. In addition, certain duties are reasonably required to be exercised and completed in a satisfactory manner.

***Allowance Attached to the Post:*** Leadership Spine

***Postholder:***

**CORE PURPOSE OF THE ASSISTANT HEADTEACHER POST (The responsibilities will vary according to school priorties)**

* To play a major role under the direction of the Headteacher in formulating the aims and objectives of the school, establishing the policies practices and structures, through which they shall be achieved, managing staff and resources to achieve the vision aims and objectives of the school and monitor progress towards their achievement.
* To be the senior leader with responsibility for teaching, learning and curriculum development.
* To be the senior leader with responsibility for pupil progress including attainment, achievement, and the strategic use of data.
* To ensure consistency in approaches about behaviour processes and procedures to strengthen consistency of practice.
* To provide professional leadership and management for all aspects of the school to secure improvement.
* To establish a culture that promotes excellence, equality, and high expectations for all pupils.
* Together with the Headteacher, be responsible for evaluating the school’s performance and to identify the priorities that will lead to continuous improvement and the raising of standards.
* To ensure equality of opportunity for all staff and pupils.

**GENERAL SENIOR LEADERSHIP TEAM RESPONSIBILITIES**

* + - To undertake strategic planning which supports the School Improvement Plan and the vision of the school
    - To undertake monitoring and evaluation functions which will:
* Highlight teachers’ professional strengths.
* Identify success.
* Track developments in the curriculum.
* Contribute towards improvements in school systems and policies;
* Identify and evaluate areas where further development is needed and subsequent actions.
* Enhance the quality of pupils’ learning.
  + To be available to respond to unplanned situations which arise in the daily running of the school.
  + To model and lead in the maintenance of good pupil behaviour and to support staff, especially in dealing with urgent matters and emergencies.
  + To attend meetings of the Senior Leadership Team and other school management meetings.
  + To foster and support extra-curricular activities in the interest of the school community e.g. school productions, concerts, sports activities.
  + To attend meetings of the Board of Governors when requested as an observer and to give advice as requested.
  + To take an equitable share of lunchtime supervision.
  + To line manage and appraise subject leaders and phase leaders.
  + Support a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success, and accept responsibility for outcomes.

**KEY RESPONSIBILITIES: TEACHING AND LEARNING**

* + - To monitor and evaluate the quality of teaching and learning across the school.
    - To ensure that new teachers are supported and undertake an effective induction programme.
    - To ensure that support is provided for individual teachers where this is needed, to ensure lessons consistently meet teacher standards.
    - To demonstrate and articulate consistently high expectations of pedagogy and classroom practice to provide challenge and improvement.
    - To lead, in partnerhip with phase leaders’ interventions required for pupils identified as not making progress.
    - To organise and lead the whole school calendar of quality assurance activities.
    - To deliver whole school training and lead whole school teaching and learning initiatives.
    - To lead key post holders and support Subject Leaders in improving the quality of teaching and learning.
    - To line manage the extended leader in charge of CPD, to ensure there is an effective CPD programme to improve the overall quality of teaching and to ensure there is an effective induction process to support new teachers.
    - To ensure all pupils have an identified baseline level of entry from which to measure progress.
    - Subject leaders are held accountable for levels of progress within their subject area.
    - Subject leaders are challenged and supported to raise standards of achievement and progress in their subject areas.
    - To have a teaching allocation in line with the Deputy Headteacher at the school.
    - Prepare with others an annual curriculum and staffing review.

**KEY RESPONSIBILITIES: CURRICULUM DEVELOPMENT**

* + - Monitor the quality of the curriculum, implement and sustain effective monitoring and observation systems
    - Lead, motivate support challenge and develop staff to secure curriculum improvement.
    - Manage monitor and review the range, and quality, of all curriculum resources in order to improve the quality of education and improve pupils’ achievements.
    - Support the ethos, curriculum and educational direction which secures sustained improvement in pupil’s spiritual moral social and cultural development so preparing them for opportunities responsibilities and experiences in adult life.
    - Monitor, evaluate and review the effects of policies, priorities and targets of the school in practice and takes action as necessary.
    - To develop and lead a responsive and innovative curriculum within the resources available.
    - To provide leadership for curriculum delivery, learning resources and learner progress.
    - Annually evaluate the impact of the school curriculum and make recommendations for future planning.
    - Be pro-active in promoting innovative curriculum proposals and intiatives.
    - To be knowledgeable of education at local, national and global levels.
    - Maintain an up-to-date knowledge of qualification frameworks, subject specifications, assessment procedures and national initiatives.
    - To ensure the school fulfils its statutory requirements and delivers a curriculum in line with school policy.
    - To support in the provision of curriculum data for the school census, SEF and other returns.
    - To ensure the Governors and Subject Leaders are up to date with statutory requirements and curriculum initiatives.

**KEY RESPONSIBILITIES: ASSESSMENT AND IMPACT**

* + - To embed the effective use of accurate data to inform planning and coordinate support strategies to raise attainment, secure outstanding progress and address the underperformance of groups and individual pupils.
    - To ensure all pupils have an identified baseline level of entry from which to measure progress.
    - Ensuring improvement is secured in all attainment and progress key performance indicators.
    - To implement and update as necessary, processes for target setting achievement and monitoring practices.
    - To ensure all moderation processes are quality assured and that data is accurate.
    - To ensure that all pupils have subject specific minimum target levels of grades which reflect better than expected progress.
    - That parents’ pupils and staff are informed of progress towards individual and whole school targets.
    - Subject leaders are held accountable for levels of progress within their subject area.
    - Subject leaders are challenged and supported to raise standards of achievement and progress in their subject areas.
    - To continue to develop the use of data systems to track and monitor pupil achievement in all subjects and areas and to ensure all staff can access relevant accurate data to inform planning and interventions.
    - Identify key targets groups and advise on support programmes to improve attainment and progress with particular regard to year 6.
    - To work with the data team to produce half termly data reports to identify target groups and curriculum areas which may require intervention and that all report and analysis are fit for purpose.
    - To lead on all progress and year team meetings in collaboration with phase leaders.
    - To challenge underperformance ensuring corrective actions are in place and evaluation takes place to analyse the impact of these interventions.
    - Prepare with others an annual curriculum and staffing review.

**DEVELOPING SELF AND WORKING WITH OTHERS**

* Work with the Headteacher to build a professional learning community which enables others to achieve.
* Support staff, within your team and within the whole school, in achieving high standards through effective continuing professional development.
* Be committed to your own professional development.
* Implement successful performance management processes with allocated team of staff.
* Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
* Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
* Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
* Develop and maintain a culture of high expectations for self and others.
* Regularly review own practice, set personal targets and take responsibility for own professional development.

**STRENGTHENING COMMUNITY**

* Work with the Headteacher to engage with the internal and external school community to secure equity and entitlement.
* Work with the Headteacher to collaborate with other schools and organisations in order to share expertise and bring positive benefits to their own and other schools.
* Work with the Headteacher to work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being and safeguarding of all children.

**OTHER CLAUSES**

The Assistant Headteacher may be directed to perform other duties on or off site in line with the Teachers’ Pay and Conditions Document and within the expectations for Senior Leaders within the School.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

**Date of Issue: April 2021**