

JOB DESCRIPTION – ASSISTANT HEAD (PASTORAL)

Job Holder -
Salary at 01/09/21 - L11 (Scale L11-L15)
TLR Allowance -

Role Profile - Assistant Headteacher: Pastoral

Job Purpose - To take a lead role in improving student attendance and punctuality
 To take a lead role in improving student behaviour
 To be the Designated Safeguarding Lead
 To support improvements in student attainment by taking a lead role in mentoring

Responsible to - Headteacher

Accountabilities (Actions) - **Managing Teaching and Learning**

- Monitor performance goals for the college curriculum areas for which you have line management responsibility
- Take corrective action to ensure quality and performance standards are attained and continuously improved

Managing People

- Monitor and evaluate the work of some of the subject leaders
- Manage and motivate the Heads of Year to deliver the change agenda and grow leadership potential within the College
- Manage the non-teaching staff responsible for safeguarding, behaviour, attendance, mental health and children who are Looked After
- Support the Head of Sixth Form (Westwood Campus) from a safeguarding and behaviour perspective.

Managing Policy and Planning

- Contribute to the overall strategic direction of the college, as a member of the senior leadership team
- Be jointly responsible with The Head Teacher for all policies relating to Safeguarding, behaviour and admissions (among others).

Knowledge and Skills - **Assistant Heads should demonstrate their knowledge and understanding of:**
 College improvement and effectiveness strategies, including the process of college self-review
 Processes and systems for quality assurance within all curriculum areas
 Principles and practices in relation to managing learning and teaching, people, policy and planning, resources and finance
 Principles and practices of implementing change programmes
 Principles of curriculum planning
 The application of information and communications technology (ICT) to curriculum areas
 The legislative and policy frameworks which govern education at national and local levels
 The range of external influences which have an impact on college strategic and operational planning

Role Profile - Classroom Teacher

Job Purpose - To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students

Responsible to - Subject Leader

TEACHERS' STANDARDS

Teachers must make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

A teacher must:

1. Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2. Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their
- emerging needs
- demonstrate knowledge and understanding of how students learn and
- how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to
- their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Personal Qualities (EI)

- Self-awareness

Emotional self-awareness
Accurate self-assessment

- Self-Management

Emotional self-control
Transparency
Adaptability
Achievement orientation
Initiative
Optimism

Social Awareness

Empathy
Organisational awareness
Service orientation

Relationship Management

Developing others
Inspirational leaders
Change catalyst
Influence
Conflict management
Team work and collaboration

Other

- To undertake any other duty as the Headteacher may reasonably direct
- To be responsible for promoting and safeguarding the welfare and safety of students at all times
- To carry out all duties in a manner which promotes equality of opportunity, dignity and due respect for all persons and is consistent with the school's Equal Opportunities Policy