



## JOB DESCRIPTION

# ASSISTANT HEAD: SECONDARY DEPARTMENT CURRICULUM, ASSESSMENT & STAFF DEVELOPMENT

*At Phoenix School, the education of our students is our first concern. All staff are accountable for achieving the highest possible standards in work and conduct. Staff are expected to act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up to date and be self-critical; forge positive professional relationships; and work with parents in the best interest of their students.*

**GRADE: LEADERSHIP SPINAL POINT L7 – L11**  
**RESPONSIBLE TO: EXECUTIVE HEADTEACHER**

### JOB PURPOSE

- To model and promote aspirational practice in teaching and learning, enabling all students to achieve and make meaningful progress.
- To provide strategic leadership in the core curriculum areas, driving effective pedagogical approaches and reflective assessment across Secondary.
- To work in partnership with SLT to plan and deliver targeted training and interventions in English, Maths and Science, ensuring coherent progression from Primary into Secondary.
- To coordinate and quality-assure placements and training for trainee teachers and other professional visitors.
- To lead on the induction, development and mentoring of new staff and Early Career Teachers (ECT)
- To embed a strong safeguarding culture across the school through the safeguarding team
- To contribute actively to the school's Wellbeing Strategy, promoting staff and student wellbeing across the school community.

### KEY ACCOUNTABILITIES

**1. Strategic direction and development:** Work collaboratively with the Senior Leadership Team (SLT) to develop and embed a consistent, whole-school consistent approaches to teaching and learning and contribute effectively to the whole School Development Plan.

- To lead on core curriculum areas and manage subject leaders in Secondary
- To support teachers to implement effective teaching and assessment including Accreditation
- To identify relevant school improvement issues and contribute to the School Development Plan on the Quality of Education
- To lead staff development and training to secure consistent, high-quality practice in line with the school's Teaching and Learning framework
- To report and present to Governors on curriculum developments
- To support, train and manage new and trainee teachers, securing their effective induction and ongoing professional development
- To lead and manage Staff training and Development.

**2. Teaching and Learning:** Support and challenge teachers to maintain high expectations that inspire, motivate, and enable all students to achieve their potential.

- Demonstrate a strong and informed understanding of autism and how the learning environment supports effective outcomes.
- Support teachers in organising clear classroom environments, routines, and systems that promote independence, and self-regulation
- Lead and support the implementation of a curriculum that offers meaningful choice and removes barriers to learning.
- Support staff to set high-quality targets and develop effective transactional supports.
- Monitor and support teaching and learning through regular learning walks, ensuring agreed strategies are consistently applied and students are engaged and secure in their learning.
- Empower staff to reflect on and improve classroom practice, developing a total communication approach and interventions that are purposeful, inclusive and effective.
- Develop staff understanding of formative and summative assessment and the impact on teaching and learning.

**3. Leading and developing staff:** Provide effective leadership to establish structured classroom and purposeful environments and support classroom teams through training, guidance, and professional development.

- Consistently demonstrate the highest standards of personal and professional conduct; modelling effective classroom organisation, teaching and the implementation of appropriate strategies to support learning
- Work collaboratively with the Senior Leadership Team (SLT) to plan, manage and deliver staff training related to curriculum development, assessment practices and the School Development Plan
- Support the SLT in the coordination and completion of Annual Reviews.
- Lead and facilitate Progress Review meetings to evaluate student progress and discuss strategies and targeted interventions
- Liaise effectively with the Head of Secondary Department and the Satellite Lead Teacher to ensure curriculum development and inclusion within the mainstream
- Lead on the induction, development and mentoring of new staff and Early Career Teachers (ECT)
- Promote staff wellbeing and support personal and professional development through the Wellbeing Strategic Plan

**4. Staff and resources deployment:** Identify, allocate and manage appropriate resources, ensuring they are used efficiently, effectively and safely to support high-quality teaching, learning and student outcomes.

- Promote effective teamwork and foster positive professional working relationships across staff teams
- Support the Head of Secondary Department in identifying, sourcing and utilising resources that effectively support the delivery of the curriculum
- Work with SLT to manage the systems and structures for effective department and classroom organisation and timetabling

## **TEACHING AT PHOENIX**

To undertake an appropriate programme of teaching to support class teachers as agreed with the Executive Headteacher

### **VARIATION CLAUSE:**

- This is a description of the job, as it is constituted at the date shown. It is the practice of the school to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Executive Headteacher in consultation with the Post Holder.
- In these circumstances, it will be the aim to reach agreement on reasonable changes, but if agreement is not possible, management reserves the right to make changes to the job description following consultation.

### **FLEXIBILITY CLAUSE:**

- Other duties and responsibilities express and implied, which arise from the nature and character of the post within the school mentioned above or in a comparable post in any of the school's other sections or departments.

## **EQUAL OPPORTUNITIES STATEMENT**

To ensure equality of opportunity for all people in service provision and in employment, and to oppose strongly any form of discrimination.

## **SAFEGUARDING**

Phoenix is committed to the safeguarding and welfare of our children and young people and expects all our staff and volunteers to share this commitment.

## PERSON SPECIFICATION

All post holders are expected to demonstrate a commitment to Equal Opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms using an analytical approach to support positive behaviour for learning

### APPLICANTS MUST HAVE:

#### TRAINING AND QUALIFICATIONS:

- Qualified Teacher Status (QTS). A teaching qualification recognised by the DfE.
- Training – special educational needs including experience of autism and the curriculum
- Senior Leadership experience and evidence of relevant training or qualification
- SCERTS knowledge and practical experience desirable

#### EXPERIENCE AND EVIDENCE OF:

- Successful classroom teaching including collaborative work with teachers and additional adults.
- Experience of working with autistic students
- Strong coaching, mentoring and leadership skills
- Effective strategies to analyse and support staff with their understanding of the curriculum and assessment
- Effective communication and strategies for emotional regulation, transactional supports and self-regulation techniques
- Empowering teams to question and change practice to meet the needs of the students
- Training groups of staff, parents and professionals
- Ability to collate and analyse data and report on the progress
- Commitment to professional development within the role
- Completing reports for and making presentations to Governors

#### KNOWLEDGE AND UNDERSTANDING OF:

- Successful SEND experience within the 3-19 age range
- Factors that influence the achievement of all students
- Strategies to create an inclusive environment
- Developing partnerships with parents and carers
- Curriculum frameworks and a range of assessment models
- Managing a budget and advising on resources
- Coaching and mentoring models
- Strategies to support wellbeing for staff and students

#### SKILLS AND ABILITY TO:

- Work and liaise closely with SLT to monitor students, analyse data and support assessment
- Support students through a range of interventions appropriate to individual need and commit to developing their independence and autonomy
- Communicate effectively and work as a member of a team
- Appreciate, respect and support the role of others in the school
- Be self-motivated, effectively manage time, be able to assess situations and take appropriate action, often under pressure
- Understand the principles and practices of an effective approach to teaching and learning across the whole School
- Implement and promote strategies that are learned through training at Phoenix and follow agreed school policy and procedures
- Research and stay up to date with current thinking and ideas about effective teaching and learning
- Lead and advise on research projects that may be undertaken as part of practice within the school
- Mentor ECT teachers and support their understanding of autism