



Job Description

Assistant Head Teacher

Role: Assistant Head Teacher with Assessment for Key Stage 2 and effective transition of pupils from Key Stage 1.

Grade: Leadership Spine L8-L11.

Reporting to: Head Teacher.

Responsible for: Standards of Achievement, Teaching and Learning, Assessment in Key Stage 2, Transition from Key Stage 1 to Key Stage 2, Foundation Subjects (TBC), Vulnerable Groups and Pastoral Support across the School.

Purpose of Post

- To support the Governors and Leadership Team in attaining aims and objectives of the School Improvement Plan in order to secure the best outcomes for pupils.
- To work in partnership with the Head Teacher, Deputy Head Teacher, Senior and Middle Leaders, Phase Leaders and other stakeholders to ensure teaching and learning across the phase is exciting and diverse, engages pupils in their learning and secures outstanding progress for every child.
- To support the day-to-day leadership and management of teachers and support staff in the Key Stage/across the whole school.
- To promote high standards of teaching and learning across the school by supporting the leading, developing and enhancing of classroom practice across the whole school.
- To impact and lead on the educational progress, achievement and enrichment experience (including trips, rewards and clubs) of all pupils across the school.
- To play a leading role in promoting the school values and ensuring good pupil behaviour
- To support parent engagement through a variety of high quality communication methods i.e. meetings, workshops, online information, home learning.

The duties outlined in this job description are in addition to those covered by the most recent School Teachers' Pay and Conditions Document.

Main Duties

Leading Learning and Teaching: Leading, developing and enhancing the teaching and learning within the phase through:

- Excellent classroom practice that sets a standard and acts as a role model for other teachers across Key Stages.
- Leading staff in planning, teaching and evaluation of teaching to promote excellent standards across the Key Stage.
- Guiding staff to use effective feedback and assessment for learning.
- To lead assessment and diagnostically identify key priorities and areas for development across core and foundation subjects.
- Leading areas of CPD linked to whole school development priorities.
- Leading and supporting staff with recording, assessing and moderating pupil outcomes using the school's chosen assessment and recording systems.
- Development of a rich and exciting curriculum in core and foundation subjects.

- Working with all staff to promote best and innovative practice to enrich the range of teaching and learning styles in the school.
- Guiding colleagues to create and maintain positive, diverse, stimulating and supportive environments for learning with consideration of the physical provision, resources, and atmosphere throughout the phase in line with curriculum and whole school behaviour for learning policies.
- Monitoring pupil standards; use assessment and data to identify key priorities and learning gaps; respond to assessment and data through planning and implementing strategies where improvement needs are identified.
- Ensuring there are effective procedures to support a smooth transition for pupils joining the Key Stage and prepare them for positive transition into their next academic Key Stage.
- Write and review policies specific to the Key Stage/Subject/Whole School.
- Maintaining a positive learning environment throughout the phase in line with whole school behaviour for learning policies.

Whole School Responsibility:

- To lead on the development of Assessment, Foundation Subjects (TBC), Vulnerable Groups and Pastoral Support across the School taking responsibility for long term planning, learning progression, resources and CPD.
- Lead the Development of a knowledge rich and exciting curriculum in core and foundation subjects with evidence of planning for progression from EYFS – Y6.
- Lead an enrichment club.
- Lead Parent Workshops.

Teacher's Duties

To work in collaboration with all staff to:

- Promote the general progress and well-being of individual pupils through ensuring the maintenance of good order and discipline among all pupils and safeguarding their Health and Safety, both on school premises and when they are engaged in authorised activities elsewhere.
- Plan engaging lessons and home learning according to the educational needs, abilities and achievement of individual pupils, which develops a culture of enquiry and dialogue.
- Assess, record and report on the progress, attainment attendance and behaviour of pupils.
- Ensure teaching builds on the success of the primary phase, working with teachers across the school, both inside and outside the classroom.
- Promote high standards of learning, teaching and pupil achievement and progression through active engagement in and contribution to the school's CPD programme.
- Work with Middle Leaders and SENCO, ensuring that the needs of all children are met.
- Fully engage and lead on the school's pastoral system.
- To be a presence on the playground at breaktimes and lunchtimes, ensuring that the behaviour policy is implemented appropriately. To cover lunch and break duties in the event of staff absence.
- Create and promote positive strategies for challenging all forms of prejudice and harassment and promoting British values.

Securing Accountability

Support Senior Leaders in leading, managing and developing the Key Stage/Whole School by working with other teachers and support staff to:

- Provide relevant subject, curriculum or pupil performance information.

- Monitor and evaluate work within the Key Stage/Whole School and identifying strengths and areas for development that will impact positively on pupil attainment and progress.
- Work within other Senior/Middle Leaders on whole school improvement strategies.
- Evaluate the impact of improvement strategies on the quality of teaching and learning.

Shaping the Future

Assisting in building a collaborative learning culture within the phase/school through:

- Developing and securing a positive and dynamic school ethos.
- Leading by example and being an excellent role model for professional standards and integrity;
- Working with colleagues across the whole school to create a shared culture of learning within an inclusive all-through environment;
- Ensuring both self and others achieve an appropriate work/life balance.

Other Duties

Developing Self and Working with Others Show commitment to a research led pedagogy which promotes and directs high standards of learning, teaching and pupil achievement and progression across the whole school through:

- Promoting high standards of professional performance, modelling excellent teaching, and supporting colleagues' professional development;
- Identifying and securing own and team members training needs in line with school's appraisal processes; active engagement in and contribution to the Continuing Professional Development of all staff.
- Attending training sessions and meetings as required;
- Keeping up to date with developments and changes in legislation and guidance, and to seek, consider, and act upon professional support and advice as required.

Strengthening Community

- To develop and promote the services of the school to meet the needs of the community;
- Support and enable colleagues to flourish and develop in their roles, engendering a cohesive and cooperative approach to best support the ethos and values of the school;
- Support and encourage the school's ethos, its objectives, policies and procedures.

Contribute to:

- Ensuring regular and effective communication with parents, governors and other key stakeholders in supporting and improving pupils' achievement and personal development;
- Lead on developing the school's partnerships with parents, the local community, businesses, other organisations and schools, to enhance and enrich the school and its values to the wider community;
- Lead on building a school culture and curriculum that takes account of the richness and diversity of the school's communities;
- Promoting the concept of lifelong learning and family engagement with learning through partnership. Safeguarding and Promoting the Welfare of Children
- Support the Senior Leadership team to ensure a safe and supportive culture in the school;
- Support the Senior Leadership team to ensure the welfare of children is safeguarded and promoted in line with current best practice and LA advice. To become a Deputy Safeguarding Lead.

The main duties and responsibilities indicated are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment). Other

duties of an appropriate level and nature may also be required, as directed by the Head Teacher. Please note that the post holder may be required to work outside of normal school working hours for school events, meetings and emergencies. The job description will be reviewed annually in the light of those changing requirements and in consultation with the post holder and Head Teacher.

Data Protection

When working with computerised systems to be completely aware of responsibilities at all times under the Data Protection Act 2018 for the security, accuracy, and significance of personal data held on such systems. Be mindful of how data is handled and seek consent and guidance from line managers or designated leads before sharing or storing confidential information.

Equal Opportunities

Actively support the School and Borough Equality Policies. To take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations.

Health and Safety

Employees are required to work in compliance with the School's Health & Safety policies and under the Health & Safety at Work Act, ensuring the safety of all parties they come into contact in premises or sites controlled by the school.

Safeguarding

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Enhanced disclosure from the Disclosure & Barring Service is essential.

Other Clauses:

- The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (STPCD).
- 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.
- The 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.
- 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.
- Post holder may deal with sensitive material and should maintain confidentiality in all School related matters.



Person Specification

Assistant Head Teacher

The person specification below outlines the key knowledge, experience, skills and qualities required for this position. Candidates will be expected to demonstrate knowledge and understanding of each area and to show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in the school context. The selection panel will assess each candidate against the essential criteria listed.

PERSON SPECIFICATION FOR ASSISTANT HEAD TEACHER – STANDARDS OF ACHIEVEMENT, TEACHING, LEARNING & ASSESSMENT, TRANSITION FROM KEY STAGE1 , FOUNDATION SUBJECTS, VULNERABLE GROUPS + PASTORAL SUPPORT		
Essential	Desirable	Evidence
Qualifications <ul style="list-style-type: none"> Qualified Teacher Status Educated to degree level 	<ul style="list-style-type: none"> Evidence of personal commitment to continuous professional development Senior Leadership within past two years 	<ul style="list-style-type: none"> Application form
Experience <ul style="list-style-type: none"> Former responsibility at Key Stage/Whole School level for raising standards Proven successful teaching and achievement of good/outstanding pupil progress in two Key Stages Has lead assessment effectively and can demonstrate impact made across core and foundation subjects. Experience of leading teams to achieve a specific outcome for children Experience of successful leadership skills in core subjects across the school Evidence of the development of whole school policy or curriculum schemes of work Evidence of relevant and recent continuing professional development Knowledge of relevant developments and innovations in the primary curriculum and pedagogy to enhance school practice, pupil progress and standards of achievement with proven success Evidence of the ability to work as a team and to manage staff effectively, 	<ul style="list-style-type: none"> Knowledge and understanding of the factors which support high attainment in school for all children. The ability to deliver effective in-service training Building and sustaining effective working relationships with staff, governors and parents in the wider community 	<ul style="list-style-type: none"> Application form Selection day Interview

<p>including within performance management.</p> <ul style="list-style-type: none"> • Successful teaching experience for a minimum of six years • Evidence of good organisational skills 		
<p>Strategic Leadership</p> <ul style="list-style-type: none"> • Proven success of the skills and attributes involved in effective leadership • The ability to contribute to: <ul style="list-style-type: none"> a. the professional leadership and management of a staff team that leads to high quality teaching, effective use of resources and improved standards of learning, progress and achievement for all pupils across the school; b. the school's vision, ethos, priorities and targets; c. the work of other teams to secure all-round improvement in the school. • Ability to analyse data to monitor progress towards challenging targets. • Successful coaching and/or mentoring to improve the performance of others (evidenced) • Evidence of understanding and played an active role of strategic management in a large school 	<ul style="list-style-type: none"> • Evidenced experience of raising standards within key whole schools priorities (across the whole school/Key Stage) • Understanding of New OFSTED framework regarding learning and teaching and leadership and management. 	<ul style="list-style-type: none"> • Application form • Selection day • Interview
<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Evidence of strong professional subject knowledge across core and foundation • Ability to plan lessons effectively for all pupils in a class setting with clear learning intentions and differentiating tasks and ability to demonstrate best practice to colleagues • Evidence of experience of and a commitment to the involvement of parents and carers in the learning process. • Knowledge and understanding of positive behaviour strategies and dealing with specific behavioural issues • Strong IT skills including use of IWB for teaching & learning 	<ul style="list-style-type: none"> • An understanding of working towards whole school awards • Evidence of the ability to take ownership of whole school issues and participation in the leadership and management of the school. • Knowledge and experience of monitoring and evaluating the curriculum, learning and teaching. 	<ul style="list-style-type: none"> • Application form • Selection day • Interview

<ul style="list-style-type: none"> • Clear understanding and commitment to safeguarding procedures • Analyse data and pinpoint key issues in order to inform staff of the way forward • Knowledge and understanding of the effective inclusion of all children • Evidence of a commitment to equal opportunities. • Contribute to whole school review and self-evaluation with quantifiable outcomes. 		
Personal Qualities <ul style="list-style-type: none"> • To relish challenge and perform efficiently in this significant key role • The passion to drive, inspire and energise pupils and staff in the school curriculum and through enrichment. • Ability to clearly articulate values and ethos in-line with the school. • Passionate, driven and focussed on providing a high level of education for all. • Ability to communicate the school's vision and drive the strategic leadership to empower pupils and staff. • Ability to manage time effectively, work under pressure and to meet deadlines. • Ability to lead by example with integrity, creativity and resilience. • An optimistic personality able to demonstrate positive relationships with all stakeholders. • Resilient, Proactive, flexible and adaptable to improve practice of self and others. • Punctual and conscientious. • Ability to show initiative and prioritise one's own work and that of others even when under pressure. • Able to follow direction and take a proactive leading role in collaboration with Senior Leadership Team and Head Teacher. • Able to work flexibly to support others and respond to unplanned situations. • Able to attend evening meetings as required. • A commitment to providing extra-curricular activities and an understanding of its impact upon school ethos. • Desire to enhance and develop skills and knowledge through CPD. • Commitment to the highest standards of Child Protection and Safeguarding. • Recognition of the importance of personal responsibility for Health and Safety. • Commitment to the School's ethos, aims and its whole community. 		<ul style="list-style-type: none"> • Application form • Selection day • Interview
Other <ul style="list-style-type: none"> • Commitment to inclusive practice. • Commitment to pupils. • Good attendance and punctuality record. 	Governance <ul style="list-style-type: none"> • Experience/involvement with Governors 	<ul style="list-style-type: none"> • Application form • Interview

Code of Practice on English Language Requirement

- Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary.
- Ability to choose the right vocabulary for the situation in hand without hesitation.
- Ability to listen to colleagues, parents and children and understand their needs.
- Ability to tailor your approach to each conversation to be appropriate to the person, responding clearly with fine shades of meaning, even in complex situations.

- Application form
- Interview

Evidence may be required to validate statements provided