



Assistant Head Teacher Job Description

Designation: Key Stage1 Assistant Head Teacher - Leader of English and Curriculum with Teaching and Learning

Location: Rivers Academy Trust-based at Heronswood Primary School and Pre-School

This post is full-time and permanent.

Responsible to: Head Teacher

- **Love, Learn, Live** - Our aim is that our staff will **love learning for life**. Our family of schools **love, learn and live** together.
- **Our STARS values** - Empowering staff to make a difference in children's outcomes: Sharing; Trust; Achievement; Respect and Safety
- We expect our staff to deliver high-quality performance for our children; have a positive and proactive approach; be passionate about learning and CPD; listen to and work collaboratively with others; and engage in school and Trust life.

Summary:

To work with the Head Teacher in all aspects of leadership and management and to take responsibility for managing and developing KS1, English, and Curriculum while managing and maintaining high standards in teaching and learning. As an employee within the academy, you may be required to work at any school.

General Responsibilities

The Assistant Headteacher is to take a central role in assisting the Head Teacher to develop our school in accordance with its shared values and our school development plans. He/ she will work in close partnership with - the partnership schools.

The Assistant Headteacher is to be a primary teacher with experience across the primary age range; an experienced leader with experience of managing behaviour across a school. The functions and specific responsibilities below are to be undertaken in conjunction with the duties of an Assistant Headteacher as defined in the Teachers' Pay and Conditions Document.

Specific Responsibilities

The Assistant Headteacher will be an outstanding class teacher to model good practice, develop relationships, support training and development and ensure 'quality teaching first' and secure the smooth running of the school.

The Assistant Headteacher will take lead responsibility for ensuring the best possible progress and achievement for all children, especially through enrichment, creative learning, extended services, partnerships, and collaboration.

The Assistant Headteacher will be a model professional, setting an excellent example to teaching and support staff within their own phase and across the school. He/she will work in close partnership with the Head Teacher in actively and demonstrably promoting the teaching of reading and writing along with a broad and balanced curriculum. The Assistant Headteacher will lead by example of his/her practice, and by positively encouraging and supporting all members of staff. He/she will work with the Head Teacher to ensure that the school offers a high-quality, exciting, engaging, well-resourced, differentiated, and well-matched curriculum for all children.

In particular, the Assistant Headteacher will be required:

Leadership and Management:

1. Work in very close partnership with and support the Head Teacher in the effective day-to-day management of the school and school community including recruiting and inducting staff, developing and implementing health and safety policies, leading assemblies and staff meetings, arranging cover for absent staff or staff on PPA / training, hosting and organising whole school events such as open days and parents evening, and responding to the views, needs and requests of children, staff, parents, governors, and visitors.

2. Work with the Head Teacher and staff in the development, implementation, and review of school improvement plans including regular monitoring and evaluation of standards and quality of provision by attending meetings where appropriate and ensuring that all advocates can play an active and informed part in school management and development.
3. Work with the whole staff to develop a strong learning environment that has at its centre high expectations of learning, work, performance, academic achievement, and behaviour.
4. Work with the Head Teacher in the school's achievement reviews and target-setting processes by taking a major role in the assessment and actively supporting and securing the school's success in national tests including those at the end of each key stage.
5. Be responsible for collating evidence for specific sections of the school's Self Evaluation Form and school development plan, especially those areas relating to Phonics, English and the curriculum.
6. Lead teachers and team leaders / post-holders to ensure that all teaching and learning and assessment policies and protocols are in place and up to date.
7. Provide leadership in the development and management of all teaching and learning and in the creation and maintenance of high-quality, stimulating, well-resourced, and child-friendly learning environments.
8. Assist in the line management of classroom-based personnel including timetabling and allocation of classes, duties, and tasks, managing, and developing roles to ensure the provision of high-quality interventions and support for children's progress, achievement, well-being, and good behaviour.
9. Manage CPD (continuous professional development) for classroom-based staff ensuring their needs are identified and met through quality training opportunities within available resources. This includes providing/sourcing training opportunities for whole, groups of, and individual staff.
10. With the Head Teacher, share responsibility for the induction and deployment of new staff, voluntary help, work experience students, trainee teachers/ students, and parents/ carers working in classrooms and throughout the school ensuring all safeguarding requirements are met and that their work in school supports the learning and well-being of all children.
11. Work with the leadership team in setting, nurturing, promoting, and maintaining a very high standard of behaviour and mutual respect throughout the school ensuring that all staff plays an active role in the pursuit of these standards, following the STARS values.
12. Ensure that there is a very safe, secure, effective, and pleasing environment for all users. With the Head Teacher, be aware of Health and Safety regulations, carry out regular risk assessments and keep the school's Health and Safety policy at all times current, under review and accessible to and used by all staff.

Teaching and Learning

Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework

1. Ensure that learning is at the centre of strategic planning and resource management and lead and support the teaching and learning of all children within the school providing and promoting models of excellent classroom practice through whole class and group teaching, coaching, mentoring, and supported self-evaluation for teaching and learning staff.
2. Establish creative, responsive, and effective approaches to learning and teaching and ensure a culture and ethos of challenge and support where all pupils can have a voice, achieve success, and become highly engaged in their own learning, and be enabled to actively support the learning of others.
3. Monitor the effectiveness of teaching and learning including teachers' planning, monitoring planning, work sampling and scrutiny, lesson observations, supporting auditing and reporting outcomes, successful or otherwise, and planning next steps and future actions.

4. Liaise with our partnership and local schools and other service providers including extended service providers and community resources to enrich and expand our provision and secure partnerships, collaborations, enrichment opportunities, and expertise which bring benefits to all children and our school community.
5. Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.

Strengthening Community

- 1 Promote and model good relationships with parents and carers, which are based on partnerships to support and improve pupils' learning and achievement.
- 2 Contribute to the development of the school as a community within the community, strengthening partnerships with families, neighbours, our local and wider community, and other schools.
- 3 Seek opportunities to invite parents and carers, community figures, businesses, or other organisations into the school to enhance and enrich the school and its value to the wider community. Contribute to the development of the education system by sharing effective practices, working in partnership with other schools, and promoting innovative initiatives
- 4 Contribute to policies and practices which promote equality of opportunity and tackle prejudice and discrimination, support staff well-being and work-life balance and help to ensure we provide access to opportunities for growth, achievement, and success for all adults and children in school
- 5 Contribute to the development of a curriculum that provides pupils with opportunities to enhance their learning within the wider community; to achieve economic well-being and to make an active contribution.

Other duties and responsibilities

Any other duties that the Head Teacher may from time to time ask the post-holder to perform.

Person Specification for the Assistant Headteacher Prerequisite

Satisfactory enhanced DBS check and references.

Experience

Significant experience of working as a key curriculum leader in a primary school.

Evidence of being an excellent classroom practitioner in a primary school.

Evidence of being a highly effective teacher of phonics and early reading.

Experience as a current or recently practicing team builder/ leader.

Experience working with children across the primary age range.

Experience working with parents and carers, and outside agencies, in partnerships and collaboration to secure achievement, enrichment opportunities, and resources for children.

Experience in implementing the performance management cycle and reviews.

Experience in delivering training for others.

Experience observing and feeding back to teaching and support staff.

Experience of monitoring the quality of education across the primary phase.

Experience and understanding of designing and implementing a broad and balanced knowledge-based curriculum.

Qualifications or Training

Qualified teacher status

Full membership of GTCE

Recent, relevant in-service training - particularly in relation to teaching and learning and assessment and in relation to leadership and management e.g., Leading from the Middle / NCSL/loE, etc.

Skills:

Able to effectively manage children's behaviour in a positive way and to promote good relationships and good behaviour.

Able to work as part of the senior leadership team, use initiative, and take responsibility.

Highly developed interpersonal skills - able to talk effectively to children, parents, governors, external professionals, and colleagues.

Able to use Office 365 tools efficiently and effectively e.g. Forms and Sway.

Able to manage and update school websites e.g. Primary Site.

Able to liaise effectively with agencies and build good working relationships and rapport with colleagues.

Able to reflect upon own practice and always look for the best ways to move forward.

Able to manage own workload while supporting colleagues.

Excellent written and verbal communication and ability to help the school raise standards of achievement.

Able to produce careful, accurate, positive, and well-written reports, policies, guidance, letters, and memos.

Able to read and use data and use a range of sources of evidence to make judgments and identify next steps (e.g., RaiseOnline, lesson observations, work samples, book looks, pupil voice.)

Confident in the use of ICT as a teaching, learning, communication, and administrative tool.

Able to multi-task and effectively manage a wide and extensive portfolio.

Able to identify safeguarding concerns and be aware of own duties and responsibilities.

Personal Qualities & Attributes

Creative, warm, nurturing, engaging, transparent, and intelligent

Well organised, calm and very positive, confident and assuring

Able to quickly engage and build appropriate relationships with children

High levels of emotional literacy and intelligence

Able to lead, encourage, inspire, and motivate staff

Take a pride in all areas of the school including the appearance of the buildings, classrooms, pupils, and staff

Dependable and reliable, with an excellent record of attendance (above 95%).

Willing to go the extra mile, have high levels of stamina, energy, and determination

Effective team leader/member and a model of professionalism

Excellent role model at all times to colleagues, pupils, and parents

Flexible, able to respond quickly to changes, and think on your feet