# Durham County Council logo**Job Description**

| **Post title** | Assistant Head Teacher – KS4 Lead  |
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| **Job Evaluation** | Yes/**No** |
| **Grade** | L12 – L16 |
| **Service** | Schools |
| **Service area** | The Oaks Secondary School  |
| **Reporting to** | The postholder will be accountable to the Executive Headteacher/Head of School |
| **Location** | Your normal place of work will be The Oaks Secondary School.The Oaks Secondary School is federated with Evergreen Primary School at Bishop Auckland and Croft Community School at Annfield Plain and there may be a requirement to work at these schools. |
| **Disclosure and Barring Service (DBS)** | This post **is subject to an Enhanced Disclosure** |

## **Description of role**

The Governors of the Federation wish to appoint an Assistant Head teacher – KS4 lead to join the outstanding team at **The Oaks Secondary School**.

The person appointed will act as Key Stage 4 lead and will be responsible for the overall management of the curriculum. Applicants will need to provide leadership of a high quality in the academic, pastoral and management fields and be able to show evidence of the successful implementation of change.

The successful applicant will be a qualified teacher with substantial experience in Special Educational Needs and will play a leading role in the Senior Leadership Team of the School in delivering its aims and objectives.

## **Duties and Responsibilities**

1. To work as a member of the Senior Leadership team
2. To manage the selection and organisation of option groups for pupils moving into Year 10.
3. To take responsibility for the day to day management of all aspects relating to Key Stage 4, including pastoral welfare, safeguarding, parental liaison and end of key stage assessment, in line with school policies and procedures.
4. To arrange and minute Key Stage 4 departmental meetings as necessary, feeding back to the Senior Leadership Team
5. Arrange and lead EHCP reviews for pupils and students within Key Stage 4 with the administrative assistance of the school secretary, liaising with appropriate agencies to ensure smooth transition arrangements.
6. Assist the Head of School and Deputy Headteachers with acts of corporate worship, organising and leading assemblies for pupils in Key Stage 4 alongside the Sixth Form lead.
7. Take responsibility for policies and practices relating to pupils’ transition into post school provision, working closely with the HLTA with responsibility for transition.
8. Act as an appraiser for performance management of allocated staff
9. Liaise regularly with the Education Welfare Officer to follow up attendance issues for pupils in Key Stage 4 and oversee Alternative Provision.
10. Take the lead role in establishing and maintaining effective partnership with parents including provision of support and any training requested by parents.
11. Co-ordinate work experience and to be the Vocational Lead for Key Stage 4.
12. Work with the Deputy Headteachers and outside agencies to promote use of the school building to enhance lifelong learning outside of school hours
13. To take the lead role as the co-ordinator of CEIAG and support the National Tutoring Program with the Assistant Headteacher of Key Stage 3.
14. Any other duties as may reasonably be directed by the Headteacher to ensure the smooth running of the school

This job description is subject to regular review and may be altered to enable the smooth running of the school

The Oaks Secondary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to pre-employment and DBS enhanced disclosure checks.

## **Organisational Responsibilities**

### **Values and behaviours**

To demonstrate and be a role model for the council’s values and behaviours to promote and encourage positive behaviours, enhancing the quality and integrity of the services we provide.

### **Smarter working, transformation, and design principles**

To seek new and innovative ideas to work smarter, irrespective of job role, and to be creative, innovative and empowered. Understand the operational impact of transformational change and service design principles to support new ways of working and to meet customer needs.

### **Communication**

To communicate effectively with our customers, managers, peers and partners and to work collaboratively to provide the best possible public service. Communication between teams, services and partner organisations is imperative in providing the best possible service to our public.

### **Health, Safety and Wellbeing**

To take responsibility for health, safety, and wellbeing in accordance with the council’s Health and Safety policy and procedures.

### **Equality and diversity**

To promote a society that gives everyone an equal chance to learn, work and live, free from discrimination and prejudice and ensure our commitment is put into practice. All employees are responsible for eliminating unfair and unlawful discrimination in everything that they do.

### **Confidentiality**

To work in a way that does not divulge personal and/or confidential information and follow the council’s policies and procedures in relation to data protection and security of information.

### **Climate Change**

To contribute to our corporate responsibility in relation to climate change by considering and limiting the carbon impact of activities during the course of your work, wherever possible.

### **Performance management**

To promote a culture whereby performance management is ingrained and the highest of standards and performance are achieved by all. Contribute to the council’s Performance and Development Review processes to ensure continuous learning and improvement and to increase organisational performance.

### **Quality assurance**

To set, monitor and evaluate standards at individual, team and service level so that the highest standards of service are delivered and maintained. Use data, where appropriate, to enhance the quality of service provision and support decision making processes.

### **Management and leadership**

To provide vision and leadership to inspire and empower all employees so they can reach their full potential and contribute to the council’s values and behaviours. Managers and leaders must engage in personal development to ensure they are equipped to lead transformational change; always searching for better ways to do things differently to meet organisational changes and service priorities.

### **Financial management (for applicable posts)**

To manage a designated budget, ensuring that the service achieves value for money in all circumstances through the monitoring of expenditure and the early identification of any financial irregularity.

The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by your manager.

## A black circle with white text and trees  Description automatically generated**Person Specification**

Assistant Head Teacher – KS4 Lead

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| **Attributes** | **Essential** | **Desirable** |
| **Application** | * Well written and structured supporting letter indicating beliefs, understanding of important educational issues likely to result in sustained improvement in pupil achievement and well being
* Fully supported in reference
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| **Qualifications** | * Qualified Teacher status
 | * Either evidence of relevant further study - this could be ongoing and/or Further Professional Qualifications
* Initial teacher training in education of pupils with learning difficulties and disabilities or additional post graduate qualification in SEN
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| **Experience** | * A record of successful teaching in special schools involving teaching pupils with moderate, severe and complex learning difficulties and autism spectrum conditions
* Experience of successful middle or senior leadership
* Ability to demonstrate high standards of classroom practice
* Experience of successfully raising pupil achievement
* Attendance at courses covering leadership, management and curriculum relevant to a school of this type
 | * A proven record in managing and promoting curriculum development
* Experience of managing the requirements of SEN Code of Practice
* Experience of multi-professional liaison and transition arrangements for pupils and students moving on to the next phase
* Experience of planning, delivering and managing staff development
* Safeguarding Level 1 training
* Up to date training in Team Teach
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| **Skills and Knowledge**  | * Ability to communicate effectively in a variety of situations
* Ability to work in and lead a team
* Proven leadership skills and capacity to plan strategically
* Curriculum management – planning, delivery and assessment
* Ability to undertake robust self evaluation processes and use pupil performance data to identify and set relevant school improvement targets
* Detailed knowledge of the structure and content of the National Curriculum and the appropriate curriculum modifications required by pupils with a range of moderate, severe and/or complex SEN including those with Autism Spectrum Conditions
* A clear vision and understanding of the needs of pupils with special needs
* Knowledge and understanding of current issues in education
* Practical understanding of the range of behaviour that SEN pupils present and knowledge and experience of a range of strategies to manage this
 | * Skills in performance management
* Experience of leading pastoral care of a specific group of pupils
* Knowledge of the range of qualifications and accreditations available for students
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| **Personal Qualities** | * Ability to demonstrate enthusiasm and sensitivity whilst working with others
* Ability to demonstrate a stimulating and innovative approach
* Ability to initiate and manage change
* Caring attitude towards pupils and parents
* Ability to work with parents as partners
* Evidence of being able to build and sustain effective working relationships with staff, Governors, parents and the wider community
* Flexibility and adaptability in order to be able to mix and work with a wide range of people
* Ability to work under pressure
* Enthusiasm, drive and personal resilience
* Commitment to supporting the inclusion of pupils with SEN including collaborative working with mainstream schools, colleges and other providers
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