



MERSTONE SCHOOL

DRAFT JOB DESCRIPTION **(to be confirmed on appointment)**

GRADE: Group 4 ISR 12-16

NAME OF SCHOOL: Merstone

JOB TITLE: Assistant Head Teacher

REPORTING TO: Principal

Dignity at Work

To show, at all times, a personal commitment to treating all pupils, colleagues and parents in a fair and respectful way, which gives a positive regard to people's differences (for example, their age, gender, ethnicity, sexual orientation, disability or religion) and assists in ensuring equal access to services and employment opportunities for everyone. To work under an agreed system of supervision/management.

Purpose of the Role

The core purpose of the Assistant Head Teacher is to provide professional leadership and management for the school. This will secure success and improvement for the school, ensure high quality education and personalised learning for all its pupils and high standards and achievement in all areas of the school's work.

The post holder is required to carry out the duties of a school teacher as set out in the latest Teachers' Pay and Conditions document, and particular duties that the Principal may reasonably direct from time to time. (N.B. In allocating time to the performance of duties and responsibilities, an Assistant Head Teacher is not subject to Directed Time considerations but is entitled to a daily break of reasonable length in the course of each school day.)

The post holder may also be required to be responsible for all aspects of administration, management, control and discipline of the school in the absence of the Deputy Head Teacher / Principal.

Principle Accountabilities

Creating the Future

- Work with the Principal and staff to build on the school's vision ensuring it is fully embraced, clearly articulated, and acted upon effectively by all.
- To play an active role alongside the Principal in the development of the campus of schools on site (Merstone, Smith's Wood and Forest Oak)
- Embody the vision and values of the school.
- Motivate and work with others to create a shared culture and positive climate.
- Support the Principal to ensure that strategic planning takes account and responds to the diversity, values, wider local and national agendas and experience of the school community at large.



Leading Learning and Teaching

- Ensure a consistent and continual school – wide focus on raising pupils' achievement.
- Contribute to a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Contribute to the implementation of strategies which secure high standards of behaviour and attendance.
- Be responsible for the co-ordination and development of Key Stage 2 & 3.
- Will be required to teach part time where necessary, according to the requirements of the school and direction from the Principal.
- Take a strategic role in the development of new technologies to enhance and extend the learning experience of pupils.
- Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs. Lead on pupil annual review of EHCP's.
- Take role of subject leader and develop subject across all key stages in the school.

Developing Self and Working with Others

- Treat people fairly, equitably, with dignity and respect to create and maintain a positive school culture.
- Share leadership, build teams and work co-operatively within and outside the school to achieve school goals and objectives.
- Assist in the development and maintenance of effective strategies and procedures for staff induction, professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectation for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for personal development.
- Manage own workload and that of others within the school to ensure a work/life balance.
- Be a team leader responsible for conducting and monitoring Performance Management.

Managing the Organisation

- Contribute to the development, implementation and assessment of existing and new school policies.
- To support the staff in relating to behaviour and support strategies
- Support in the recruitment and deployment of staff appropriately and manage their workload to achieve the vision and goals of the school.
- Implement successful performance management processes with designated staff.
- Assist in the management and organisation of the school to ensure that it meets the needs of the curriculum and health and safety regulations.
- Use and integrate a range of technologies effectively and efficiently to assist in the management of the school.



- To participate in meetings of the Senior Leadership Team and take a leading role as a senior member in supporting other members of the Senior Leadership Team.
- To act as a mentor for staff and contribute to the management of continuous development for all staff by ensuring appropriate training is available within the school and from external sources.
- Assist the Principal in the development of a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the Principal to provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement.

Strengthening Community Involvement

- Ensure learning experiences for pupils are linked into and integrated with the wider community which celebrates cultural diversity.
- With the vision of the school in mind, further develop community based learning experiences and the Extended School concept.
- Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development.
- To work with SLT in Forest Oak and Merstone to provide training and support across local schools in relation to SEN

Inclusion, Equity and Entitlement

- Help the Principal build an inclusive school culture and curriculum where "Every Child Matters", which takes account of the richness and diversity of the school's community.
- Create and promote positive strategies for developing good race relations and dealing with racial harassment.
- Collaborate with other agencies in providing for the intellectual, spiritual, moral, social and cultural wellbeing of pupils and their families.

Decision Making

The decisions made by the post holder should relate specifically to the principle accountabilities.

The Principal will determine the level of decisions taken by the Assistant Head Teacher by prior agreement/discussion. Decisions will be taken based upon the school vision, school ethos and school improvement plan.

The Assistant Head Teacher will build relationships based on trust, honesty and openness, to allow open and frank discussion about key direction and purpose of the school. Based upon these agreed principles, decisions will be made and a commonality of approach developed.



General Information

- The above principle accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
- Whilst carrying out the above duties it may involve having access to information of a confidential nature, which may be covered by the Data Protection Act and therefore confidentiality must be maintained at all times.
- The Health and Safety at Work Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is your responsibility of you as the post holder to take reasonable care for the Health, Safety and Welfare of yourself and other employees in accordance with the legislation and the Council's Safety Policy and Programme.
- The post holder must be flexible to ensure the operational needs of the school are met.
- Where the post holder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then job redesign will be given full consideration.

Organisation Chart

Principal (shared post with Forest Oak School)
Deputy Head Teacher
Assistant Head Teacher
2 TLR1 posts
2 TLR2 posts
School Staffing

Emotional Demands

Emotional demands, i.e. (exposure to objectionable situations over and above that which you would normally incur in a normal school environment).

- The emotional demands on you as an individual can be more intense, due to some pupils displaying challenging behaviour such as throwing equipment or physical attacks on other pupils or members of staff. You may also need to deal with pupils who are verbally abusive.

Context

- The school and LA have a strong commitment to developing a positive culture of high standards, expectations, achievements and meeting individual pupil needs and aspirations.
- The school's contribution to pupils and community development will be pivotal in achieving LA and Council's ambitious objectives in increasing social inclusions

Dimensions

Type of School: Special – mixed, aged 2-19

Number of Pupils: 110

Special Nature of Pupils: Severe & Complex Learning Disabilities.