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| **JOB DESCRIPTION**  Assistant Headeacher (Curriculum & Teaching and Learning) | | |
| **PLACE OF WORK: Tockwith Church of England Primary Academy** | | **CURRENT GRADE:**  Leadership Scale L1 – L5 |
| **REPORTS TO:**  Headteacher | |  |
| **1.** | **MAIN PURPOSE OF JOB**  Work with the Headteacher to provide professional leadership for the school which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.  Lead the development of an innovative, creative curriculum that meets the requirements of the National Curriculum orders and also meets the needs of children.  Responsible for the Leadership and Management of the Curriculum and Development of Teaching and Learning across the school | |
| **2.** | **KEY TASKS** | |
|  |  | To carry out the duties of a school teacher as set out in the current School Teachers’ Pay and Conditions document and subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the Headteacher. |
|  |  | To demonstrate good inclusive practice with particular reference to children with special educational needs, more able children and children with English as an additional language. |
|  |  | To be committed to and actively promote the school’s equal opportunities policy. To uphold the school’s principles and policies which underpin good practice and the raising of standards |
|  |  | To carry out the duties of the Assistant Headteacher and to support the Headteacher in the day to day organisation of school systems |
|  |  | Work with the Headteacher and the governing body to develop a strategic view for the school, analyse and plan for its future needs and further development. |
|  |  | Work with the Headteacher to establish commitment to a shared vision for the school; lead by example to inspire and motivate staff, parents, governors and pupils. |
|  |  | Work with the Headteacher to establish an ethos which promotes effective teaching and learning and which sustains improvement in the development of all pupils. |
|  |  | Work with the Headteacher to develop and implement a strategic plan, underpinned by sound financial management and a range of data, which identifies priorities and targets for school improvement. |
|  |  | Work with the Headteacher and the governing body to create and sustain an environment and code of behaviour and discipline that secures and sustains effective teaching and learning. |
|  |  | Provide a model of good or outstanding teaching and be able to share that expertise with colleagues |
|  |  | Work with subject leaders to plan and design a curriculum that ensures that the teaching of the core subjects are underpinned by cross curricular links within a broad curriculum context. |
|  |  | Support the maintenance of effective teaching and learning by:  Observing teaching and learning in order to support and develop colleagues to meet personal and professional targets  Monitoring planning and pupils work  Analysing pupil progress using tracking systems to set targets and inform school improvement. |
|  |  | Act as a positive role model to staff, maintaining high professional standards and high levels of care. |
|  |  | Establish and maintain effective communication systems with teaching and support staff. |
|  |  | Lead the professional development of staff by example, providing support and leading  INSET as appropriate. |
|  |  | Work with the Headteacher to organise staffing and timetables to ensure effective and efficient teaching strategies and achieve the goals of the School Improvement Plan |
|  |  | Effective communication, ensuring that parents and pupils are well informed about the curriculum, and ensure that channels of communication are used effectively within the school. |
|  |  | Provide information, objective advice and support to the governing body to enable it to meet its responsibilities. |
|  |  | Present a clear and accurate account of pupil performance in areas for which you are responsible e.g. a core subject, specific groups of children, for a range of audiences including governors, the LA, OFSTED and others. |
|  |  | Undertake any professional duties of the Headteacher reasonably delegated to the postholder by the Headteacher. All staff are expected to uphold the school’s principles and policies which underpin good practice and the raising of standards across the school. |
|  |  | Safeguarding Children  The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS clearance |
|  |  | To carry out the duties of the Assistant Headteacher and to support the Headteacher in the day to day organisation of school systems |
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|  |  | Work with the Headteacher to establish commitment to a shared vision for the school; lead by example to inspire and motivate staff, parents, governors and pupils. |
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|  |  | Provide a model of good or outstanding teaching and be able to share that expertise with colleagues |
|  |  | Work with subject leaders to plan and design a curriculum that ensures that the teaching of the core subjects are underpinned by cross curricular links within a broad curriculum context. |
|  |  | Support the maintenance of effective teaching and learning by:  Observing teaching and learning in order to support and develop colleagues to meet personal and professional targets  Monitoring planning and pupils work  Analysing pupil progress using tracking systems to set targets and inform school improvement. |
|  |  | Act as a positive role model to staff, maintaining high professional standards and high levels of care. |
|  |  | Comply with all Academy and Trust policies and procedures. |
|  |  | To co-operate in any staff development activities required to effectively carry out the duties of the post and to participate in the Trust’s appraisal process. |
|  |  | Any other reasonable duties commensurate with the level of the post. |
| **3.** | **SUPERVISION / MANAGEMENT OF PEOPLE**  Phase Leaders, Class Teachers, Support Staff within phase | |
| **4.** | **MAIN CONTACTS & RELATIONSHIPS**  Internal: Staff and Pupils  External: Parents/Carers | |
| **5.** | **SPECIFIC AREAS OF RESPONSIBILITY**   * Deputise for the Headteacher in their absence. * Take a major role in the day-to-day running of the school, attending SLT, SDT and staff meetings and leading them as required. * Contribute to a positive ethos for learning. * Provide an exciting, stimulating and creative curriculum. * Promote the values and achievements of the school to the community. * Support the Headteacher and Governors in annual budget planning and monitoring. * To take whole school assemblies when required. * Undertake such reasonable activities that the Headteacher and governors may from time to time require. | |
| **PERSON SPECIFICATION**  title | | |
| **6.** | **KNOWLEDGE AND QUALIFICATIONS**    **Essential, i.e. the postholder must have:**   * Evidence of further professional development. * Qualified Teacher status. * Degree or equivalent. * A clear understanding of the essential qualities necessary for effective teaching and learning. * The principles of effective assessment for learning. * Confident in whole school self-evaluation. * Knowledge and understanding of data analysis and the ability to use data to set targets for improvement. * Up to date knowledge & understanding of the current national education agenda. * Knowledge of current safeguarding child protection procedures.   **Desirable, i.e. the postholder would ideally have:**   * Experience supporting and being an active part of the DSL team. | |
| **7.** | **EXPERIENCE**  **Essential, i.e. the postholder must have:**   * Successful teaching experience in the primary age range. * Recent experience of working successfully as a senior leader or middle manager in a school. * Leadership of a significant area or phase including responsibility for raising standards across the whole school and contributing to self evaluation and school improvement.   **Desirable, i.e. the postholder would ideally have:**   * Experience of teaching in more than one key stage. * Experience of data analysis. * Substantial knowledge and understanding of learning and teaching at Key Stage level. | |
| **8.** | **SKILLS AND PERSONAL QUALITIES**  **Essential, i.e. the postholder must have:**   * Demonstrate outstanding practice. * Analyse data, evaluate pupil progress and plan an appropriate course of action for whole school improvement. * Inspire, challenge, motivate and empower others to carry the vision forward. * Lead and manage people to work towards common goals. * Ability to investigate, resolve problems and make decisions. * Communicate effectively to a wide range of different audiences (verbal, written, using ICT as appropriate). * Ability to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child’s education. * Expecting and facilitating all children to reach their potential irrespective of social background. * Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care. * Effective administrative and organisational skills and time management and the ability to work under pressure and to tight deadlines. * Creative, enthusiastic and proactive, keen to embrace new ideas and challenges. * Energy and enthusiasm. * Confidence and excellent inter-personal skills. * Loyalty and confidentiality. * Committed to continuing professional development for self and others.   **Desirable, i.e. the postholder would ideally have:**     * To be able to prioritise effectively. * To be able to delegate work appropriately. | |