

## Waltham Holy Cross – Assistant Headteacher (AHT) – Job Description

Assistant Headteacher – Job Description	
<b>Post:</b>	Assistant Headteacher
<b>Scale:</b>	L2 to L6
<b>RESPONSIBLE TO:</b>	The Executive Head Teacher
<b>MAIN OBJECTIVES</b> <ol style="list-style-type: none"> <li>1. To provide the vision, direction and leadership of learning, with overall responsibility for the teaching, learning and pastoral care of all pupils in required phases.</li> <li>2. To be responsible and accountable for securing the highest standards of pupil achievement across the school, through effective monitoring, evaluation and review of learning progress and teaching outcomes: creating plans and setting targets for improvement.</li> <li>3. To improve outcomes which narrow the gaps between those children most vulnerable to poor outcomes and others.</li> <li>4. Take responsibility for promoting and safeguarding the welfare of children within the school.</li> <li>5. To be an effective role model for staff in all aspects, including teamwork, positive relationships with children and parents, and appropriate teaching practice in order to improve outcomes for children.</li> <li>6. To provide line management and supervision to staff as appropriate, supporting them to carry out their professional responsibilities and monitor the performance and training of all staff.</li> <li>7. To contribute to whole school improvement as an active member of the school's Senior Leadership Team, taking responsibility for all aspects across the school.</li> </ol>	
<b>MAIN DUTIES AND RESPONSIBILITIES</b> <ol style="list-style-type: none"> <li>1. Ensure the successful development and implementation of high quality, developmentally appropriate, inclusive, learning environments in the school which offer children learning experiences that meet their diverse and additional needs. To ensure an appropriate, welcoming and stimulating environment for the delivery of education and care.</li> <li>2. In conjunction with SLT ensure that the implementation of an effective planning, observation and assessment system allows for identification of priorities including for children most vulnerable to low outcomes including EYPP and PP children and those with SEND in order to support rigour and continuity.</li> <li>3. To analyse key sources of data, in order to strengthen practice and re-direct resources against the identification of key priorities.</li> <li>4. To produce a range of reports for a range of audiences.</li> <li>5. Have sound knowledge and understanding of the educational, developmental, health and social needs of children and of the requirements and guidance relating to statutory frameworks.</li> <li>6. Keep abreast of issues concerning wider legislative policy context for primary education, academic literature, research and debate.</li> <li>7. Lead and support staff in developing and maintaining effective systems for observation, assessment and planning which allows for precise tracking of children's progress</li> <li>8. Lead on developing and maintaining appropriate positive behaviour strategies for children that support their diverse needs</li> <li>9. Lead and support staff in developing and maintaining a partnership with parents that values parents' contributions and includes them in their child's education.</li> <li>10. Where appropriate hold meetings with parents and carers to address a range of issues that may present themselves</li> <li>11. In partnership with members of SLT monitor and evaluate the effectiveness of the learning provision for teaching and learning and implement quality improvement strategies which impact on and improve outcomes for children.</li> <li>12. With SLT, develop and maintain positive working relationships with multi-agency partners and local organisations including other schools in the area to facilitate an integrated approach to services for all families and children.</li> <li>15. With SLT, draw up and monitor a relevant development plan / SEF and take a lead on developing and managing specific areas for development</li> <li>16. Where appropriate, lead in-service training and advise on individual CPD opportunities for other members of staff</li> <li>17. Uphold and demonstrate in practice the principles of inclusion and equal opportunities in all aspects of the role.</li> <li>18. Undertake regular Child Protection training at a level commensurate with the role.</li> <li>19. Undertake other minor and/or non-recurring duties appropriate to this post as directed by the EHT.</li> </ol>	

## Waltham Holy Cross – Assistant Headteacher (AHT) – Person Specification

Person Specification - Assistant Headteacher	
<b>Post:</b>	Assistant Headteacher
<b>Scale:</b>	L2 to L6
<p><b>ADDITIONAL:</b> The post holder is expected to: To use and assist others in the use of information technology systems to carry out duties in the most efficient and effective manner.</p> <ul style="list-style-type: none"> <li>To achieve agreed service outcomes and outputs, and personal appraisal targets, as agreed by the line manager.</li> <li>To undertake training and constructively take part in meetings, supervision, seminars and other events designed to improve communication and assist with the effective development of the post and post holder.</li> <li>To provide appropriate cover in rooms for PPA, non-contact and staff absences as appropriate.</li> <li>To carry out duties and responsibilities in accordance with the trust's Health and Safety Policy and relevant Health and Safety legislation.</li> <li>At all times to carry out responsibilities/duties within the school's inclusion and equalities policies.</li> </ul>	
<p><b>CONFIDENTIALITY:</b> The nature of the job requires a high degree of initiative, confidentiality, tact and discretion when giving or receiving information, which could be confidential.</p>	
<p><b>Date of job description: September 2021</b> This JD will be reviewed annually with the Executive Headteacher and post-holder.</p>	

Requirements	Criteria
<p><b>Education and Experience</b></p> <ul style="list-style-type: none"> <li>Qualified teacher status.</li> <li>At least 4 years successful experience of teaching and leading practice.</li> <li>Proven experience of management of staff.</li> <li>Substantial experience of curriculum leadership.</li> </ul>	<p>Essential Essential Essential Essential</p>
<p><b>Knowledge, skills and ability</b></p> <ul style="list-style-type: none"> <li>A sound knowledge of child development, early childhood education, current learning policy and issues including the importance of early intervention and integrated working.</li> <li>An understanding of the issues involved in promoting social inclusion and the factors that have the greatest influence on the lives of young children including the importance of building the resilience of parents and reducing stressors to ensure all children reach their full potential.</li> <li>Excellent knowledge and understanding of the educational, developmental and health needs of children including those with SEND and how to implement the statutory learning, assessment, welfare and safeguarding.</li> </ul>	<p>Essential  Essential  Essential</p>
<p><b>Requirements for teaching, learning and beyond</b></p> <ul style="list-style-type: none"> <li>Ability to foster equality and promote the richness of diversity through the curriculum, in relationship with parents, and in the supervision, support and leadership of staff.</li> <li>Ability to be reflective and evaluate provision through insightful analysis of qualitative and quantitative data and initiate appropriate changes.</li> <li>Knowledge and understanding of, the importance of mainstream educational inclusion for children with special educational needs.</li> <li>Ability to lead, manage and motivate staff in the development of quality education and care.</li> <li>Commitment to maintaining and developing the ethos of the school as a partnership of children, staff, Governors and stakeholders, parents/carers and the community.</li> <li>Highly effective communication, interpersonal and emotional intelligence skills which support facilitate trust and positive relationships with staff, parents, children and partners.</li> <li>Understanding of the importance of appropriate information sharing and confidentiality in supporting children's and families well-being.</li> </ul>	<p>Essential  Essential Essential Essential Essential Essential Essential</p>
<p><b>Commitment to Equal Opportunities</b></p> <ul style="list-style-type: none"> <li>Demonstrate a commitment to and carry out duties with regard to the principles of the school's Equal Opportunities Policy.</li> <li>Inclusive provision.</li> <li>Child protection.</li> </ul>	<p>Essential  Essential Essential</p>
<p><b>Special Requirements of the post</b> This role will require you to obtain an Enhanced satisfactory clearance from the Disclosure and Barring Service.</p>	<p>Essential</p>