

# ASSISTANT HEADTEACHER JOB DESCRIPTION AND

# PERSON SPECIFICATION

# The Link School

**Job Title:** Assistant Head teacher

**Accountable to:** The Principal

## Main Purpose:

**The Assistant Head teacher will:**

* Be a member of the senior leadership team
* Work closely with the Principal and Head of sites
* Take the lead role in managing the pastoral support to the students and promoting their well- being.
* Take the lead role in supporting parents to be active participants in their child’s education helping them to overcome their barriers and use their strengths to grow and flourish.
* Support the Principal in providing vision, leadership and direction for the school.
* Support the Principal in providing professional leadership for the school which secures its success, ensuring high quality education which realises the potential of all students.
* Formulate and sell a vision for areas that you lead that fit in with the whole school vision.
* Undertake such duties as are delegated by the Principal.

## Main Tasks

The specific nature and balance of these responsibilities will vary according to the needs of the school and may be shared.

**The Internal Organisation, Management and Control of the School:**

To contribute to:

* maintaining and developing the ethos, values and overall purposes of the school
* planning improvement which will translate school aims and policies into actions
* implementing the OHCAT trust and Governing Body’s policies on equal opportunity issues for all staff and students in relation to sex, gender, race, disability and special needs
* the efficient organisation, management and supervision of school routines

## Curriculum Development

To contribute to:

* the development, organisation and implementation of the school’s personalised learning curriculum.
* ensuring that the personalised learning and teaching provided by teaching teams form a co-ordinated, coherent curriculum entitlement for individuals.
* ensuring that information on personal development and student wellbeing is used to improve teaching and learning, to inform and motivate students, to inform parents and other educational institutions and to aid Governors in their management of the school

## Student Care

To be responsible for:

* The development, organisation and implementation of the school’s policy for the personal and social development of students including pastoral care and guidance, including Children who are Looked After.
* Effective behaviour management through promotion of person -centred behaviour management policies.
* Apply the filtering and monitoring standards for schools to keep students and staff from potentially harmful and inappropriate online materials.
* Know about and adhere to all health and safety matters and promote these to all staff making sure they take reasonable care for the health and safety of themselves and other persons who may be affected by their acts or omissions at work.
* Take the deputy safeguarding role, ensuring policies and procedures are embedded to promote student wellbeing and act appropriately to protect young people from danger. Take the lead on any child protection issues that arise when the Principal or Head of sites are offsite.

## The Management of Staff

* To participate in the recruitment and development of teaching and non-teaching staff of the school.
* To contribute to good management practice by ensuring positive staff participation, effective communication and procedures.
* The provision of professional advice and support through mentoring and coaching and contribution to the schools CPD programme.
* To take a lead on managing and supporting the Special Support Assistant contribution to the site.
* Able to lead appraisal in line with the school policy on enrolment – ensuring staff are committed to the overall aims of the school and know the important part they play in the big picture.

## Relationships

* To be responsible for fostering positive relationships across the school community.
* To advise and assist the Governing Body as required in the exercising of its functions including attending meetings and making reports.
* To help in maintaining and developing effective communications and links with parents and to provide positive responses to concerns and problems regarding their children’s educations and wellbeing.
* To develop and maintain positive links and relationships with the community, local organisations and employers.

**Principal Accountabilities**

* Assist in staff development programmes to implement effective learning and wellbeing programmes.
* To establish and maintain a purposeful working atmosphere and set a person-centred culture to achieve maximum levels of student wellbeing.
* To ensure a safe learning environment.
* Work with other staff to ensure that the EHCP targets and provision around emotional health, sensory regulation and Independence are implemented and adapted to meet student needs as they grow and develop.
* To ensure that emotional health and wellbeing and safeguarding information from previous provisions is known to relevant parties. To ensure this information is used to set an accurate baseline in which to measure progress.
* To lead, as part of the Senior Leadership Team, the drive to ensure effective teaching and learning and contribute to the monitoring of teaching, standards of learning, achievement and progress of students.
* To lead teaching staff in the further development of classroom environments which promote and secure good teaching, effective learning and high standards of achievement, behaviour and wellbeing.
* To establish, with the Principal, clear policies and practices for assessing, recording and reporting on student behaviour and well-being and to set targets to overcome challenges and influence improvement.
* To disseminate knowledge to staff regarding wellbeing resources and practices.
* To exploit opportunities for cross-curricular work and enrichment.
* To lead on the implementation of the Positive Behaviour Support approach and ensure this is embedded throughout the satellite sights policies, practices and processes.

**Pastoral role**

* To be a role model to students through personal and professional conduct.
* To keep up to date the site graduated parent support plan to ensure students and families receive the correct level of support to meet their pastoral needs.
* To prepare for and take a lead role in meetings related to students with additional pastoral needs.
* To support behaviour in line with the school well- being and behaviour policy ensuring that those who require a bespoke well- being plan receive these in a timely way.
* To contribute to activities which provide opportunities for students’ social,  moral, spiritual and cultural development.

# ASSISTANT HEADTEACHER PERSON SPECIFICATION

# The Link School

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| **QUALIFICATIONS AND EXPERIENCE** | **ESSENTIAL** | **DESIRABLE** |
| 1. Qualified Teacher Status. |  |  |
| 1. Degree or equivalent |  |  |
| 1. Evidence of a completed and significant further relevant study in an aspect of special educational needs. |  |  |
| 1. Experience of successfully teaching students with a wide range of needs in different settings. |  |  |
| 1. To be able to provide evidence of having delivered effective leadership and management within a school environment |  |  |
| **STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL** |  |  |
| 1. The ability to work constructively in partnership with all stakeholders, establishing positive and effective collaborations with parents, governors, other schools, external agencies and the local community |  |  |
| 1. Experience in more than one school |  |  |
| 1. Ability to implement change and plan strategically |  |  |
| 1. The commitment to develop a positive, diverse and inclusive school ethos which values each individual and challenges any form of discrimination. |  |  |
| 1. Experience of effective contribution to a schools improvement planning and self-evaluation process. |  |  |
| 1. Knowledge of recent educational developments, initiatives and legislation, and how they may impact on the school. |  |  |
| **LEADERSHIP AND MANAGEMENT** |  |  |
| 1. Proven experience as a manager within school, leading and motivating teams effectively. |  |  |
| 1. Ability to lead Safeguarding practice within a school environment. |  |  |
| 1. Good organisational skills and the ability to have a flexible and adaptable approach. |  |  |
| 1. To possess excellent listening, written and oral communication skills, the ability to chair meetings, make presentations and to communicate effectively with students, parents, governors and staff. |  |  |
| 1. Ability to prioritise, work under pressure and meet deadlines |  |  |
| 1. Ability to reflect upon practice and take ownership of continuing professional development |  |  |
| **PASTORAL AND WELLBEING SUPPORT** |  |  |
| 1. The ability to create a safe and stimulating environment that contributes positively to teaching and learning, with the knowledge and skills to promote high standards of discipline and behaviour. |  |  |
| 1. A proven ability in the use of information and communication technologies and of their application in management and education. |  |  |
| 1. Experience of successfully leading school pastoral developments. |  |  |
| 1. A people person, with strong listening skills and the ability to address challenges gaining long term positive outcomes. |  |  |
| 1. Knowledge of programmes and strategies designed to support children with ASD/ social communication difficulties, including those with a demand avoidant profile or PDA presentation |  |  |
| 1. A recognition of the importance of person -centred teaching approaches for SEN students |  |  |
| 1. Knowledge and understanding of data analysis and the ability to use data to set targets for improvement |  |  |
| 1. A proven track record as an outstanding teacher and leader |  |  |
| 1. A sound knowledge and practice of equal opportunities |  |  |
| 1. Ability to organise and deliver INSET as appropriate |  |  |

**D = desirable attribute E = essential attribute**