



The Blue Coat School

Job Description & Person Specification

Assistant Headteacher: Achievement for All (L13 – L17)

To lead on the development of curricular and pastoral provision for our vulnerable pupils, ensuring Achievement for All.

PURPOSE OF POST

1. To be a member of the Senior Leadership Team of The Blue Coat School, with a specific responsibility for the achievement and progress of vulnerable pupils.
2. To provide strategic leadership and support for all students who have an EHCP. To lead on consultations, transition, the day-to-day offer and accessibility to the curriculum for students who have an EHCP and are on the SEND K register, ensuring that they all receive their statutory entitlement.
3. To provide strategic leadership to the support and provision that LAC receive and to ensure that they receive their statutory entitlement.
4. To lead on In-Year Fair Access and to support students with their transition and successful induction into the Blue Coat community.
5. To be a safeguarding lead and to support the work of the school's Designated Safeguarding Lead.
6. To lead on curriculum design and teaching and learning strategies that will allow vulnerable pupils to thrive and succeed.
7. To bring knowledge, expertise and high-order skills to the work of the school.
8. To actively model and promote the values and ethos of the school.
9. To be accountable for the line-management of staff as directed by the Headteacher.
10. To actively support the efficient and effective running of the school and good order, welfare, and safety of students and staff.

Reporting To

Deputy Headteacher

GENERIC RESPONSIBILITIES

Shaping the future: Strategic direction

1. To ensure outstanding provision for vulnerable pupils in all areas of school life.
2. To keep abreast of local, national and global trends.
3. To contribute actively to building, communicating and implementing a shared vision of the school's future.
4. To contribute actively to the strategic planning process.
5. To work with new technologies and help develop their use to promote teaching, learning, the experience of students, the effectiveness of the school, and the school in its role as a National Teaching School.
6. To be accountable for leading and managing change.
7. To demonstrate commitment to –
 - a) collaborative school vision of excellence and equity – high standards / expectations for all pupils.
 - b) helping to set and achieve challenging and ambitious targets.
 - c) Inclusion social capital and building cultural capital for all.



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8. To demonstrate the ability to –

- a) think strategically
- b) inspire, challenge, motivate and empower others
- c) model the values and vision of the school and actively promote ethos.

Leading teaching and learning.

To have knowledge of:

1. The SEND code of practice and the effective deployment of Teaching Assistants.
2. Effective curriculum design and management.
3. School accountability measures.
4. External support services available to support pupils and their families.
5. Data collection tools and analysis (comparative performance, prior attainment, targets, etc).
6. Strategies for raising achievement and achieving excellence in the personal development of young people.
7. Use of new and emerging technologies to support teaching and learning.
8. Assessment / reporting.
9. Strategies for supporting effective behaviour management.
10. Models of teaching and learning.
11. Principles of effective lesson observation to focus on learning and progress.
12. School self-evaluation (monitoring and evaluation).
13. Strategies for developing effective and inspiring teachers.
14. School systems (e.g. examinations).

To show commitment to:

1. Raising standards in pursuit of excellence.
2. Equipping students with the necessary mindset for success; building resilience, ambition, determination and problem-solving.
3. The entitlement of all pupils to the best possible teaching and learning.
4. Personalised and cooperative learning.
5. Coaching and mentoring students to ensure maximum commitment and effort.

To demonstrate the ability to:

1. Demonstrate personal enthusiasm for learning.
2. Demonstrate the principles and practice of the best teaching and learning.
3. Challenge poor performance.
4. Develop relevant strategies for improved performance.

SPECIFIC RESPONSIBILITIES

1. The leadership of a specific aspect of school provision, and the quality of provision, progress, outcomes and staff development.
2. To work with the Deputy Headteacher and other colleagues to build high quality provision and support for vulnerable pupils.



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Whilst every effort has been made to set out the main duties and responsibilities of the post, each individual task undertaken may not be identified.

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.

This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.



In your letter of application, please demonstrate how you meet these criteria.

Do not include a curriculum vitae.

Assistant Headteacher (Achievement for All) January 2023	How identified (A/L/I/LO/R)
Essential	
<p>Qualifications:</p> <ul style="list-style-type: none"> • Degree • PGCE and Qualified Teacher Status <p>Professional knowledge, experience and attributes:</p> <ul style="list-style-type: none"> • Outstanding practitioner, as evidenced by student progress/outcomes/performance feedback. • Significant, substantial and successful experience at middle or senior leadership level. • An awareness of pastoral processes, systems and policies. • A broad awareness and understanding of educational research on ‘what works’ in improving curriculum, pedagogy and teaching and learning for pupils who are struggling to engage. • Track record of successful team leadership which has improved provision, progress and outcomes. • Data-smart – able to use data analysis and ask the right questions to promote thinking and improvement. • Track record of effective and successful project management, and change management. <p>Personal and Professional Qualities:</p> <ul style="list-style-type: none"> • Strategic, future-orientated, able to balance long and short-term horizons. • Energetic, focused and a completer. • Intellectually and organisationally agile and well-organised: open to new directions, continuously pro-active and thinking ahead, whilst planning and structuring what needs to be done to translate aspiration into reality. • Outstanding communicator – persuasive and inspiring at a group level, with high emotional intelligence and influencing skills 1:1 and with smaller groups. • A good networker – flexible, receptive, persuasive. • Resourceful and creative. • Excellent time manager. • Resilient. • Intuitive. • Tactful. 	<p>A/L</p> <p>A/L L/I L/I L/I L/I L/I</p> <p>L/I L/I L/I L/I I L/I L/I L/I I I</p>



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Desirable	
<p>Qualifications:</p> <ul style="list-style-type: none">Higher Degree/relevant qualification.	A/L
<p>Professional knowledge, experience and attributes:</p> <ul style="list-style-type: none">Experience of supporting/mentoring/coaching staff.Track record of effective and successful project management, and change management, ideally both at team level and across teams. Ideally at both department level, and at a whole-school level including a cross-section of staff whom you do not line manage.Capacity to develop as a coach and facilitator of training for other staff re provision for less able pupils and effective literacy practice.	L/I L/I L/I
<p>Personal and Professional Qualities:</p> <ul style="list-style-type: none">Negotiation skills.	L/I
A: Application L: Letter I: Interview	

N.B any candidate with a disability who meets the essential criteria will be guaranteed an interview