

# FURNESS ACADEMY

## JOB DESCRIPTION/ PERSON SPECIFICATION

<b>Position</b>	<b>Assistant Headteacher – Achievement Lead</b>
<b>Responsible to</b>	<b>Deputy Headteacher</b>
<b>Responsible for</b>	<b>Achievement</b>
<b>Salary Scale</b>	<b>L15 – L18</b>

<b>Job Description</b>
<b>The Role</b> To work in partnership with the Headteacher and Senior Leadership Team in providing high-level strategic, management and operational direction for the school, with a specific focus on leading whole-school strategies that raise achievement and secure good progress for all students. To share with other members of the Leadership Team the responsibility for setting and maintaining, monitoring and improving standards across the school. To support colleagues, including senior leaders and middle leaders, in their work to develop and improve the academy to achieve high standards across all aspects of academy life.
This role is central to our commitment that every student can thrive, achieve, and belong. The Achievement Lead will champion high expectations, strengthen our culture of continuous improvement across all aspects of school life, and ensure that interventions meet the diverse needs of all learners.
<b>Key Responsibilities</b> In partnership with the Headteacher and the Senior Leadership Team, the Assistant Headteacher – Achievement Lead will provide professional leadership and management, with a particular focus on raising achievement and securing good progress for all students.
<b>Expectation of Academy Leadership Team</b> <ul style="list-style-type: none"><li>• Uphold the Trusts vision of ‘working together to achieve excellence for all’.</li><li>• Assist in contributing to vision, sense of purpose and pride within the academy.</li><li>• Support the Headteacher in establishing a culture that promotes excellence, equality and high expectations for all students.</li><li>• Promote a culture in which every student, regardless of starting point, feels valued, supported and motivated to succeed.</li><li>• Promote the highest standards of courtesy and mutual respect amongst all members of the academy community.</li><li>• Commit to the safeguarding and promotion of the welfare of young people and demonstrate this commitment in every aspect of this post.</li><li>• Demonstrate high professional standards and act as a role model to staff and students through excellent leadership and management.</li><li>• Inspire, challenge, motivate and empower others.</li><li>• Establish clear expectations and constructive working relationships among staff.</li><li>• Contribute to the strategic direction of the academy to ensure school improvement.</li><li>• Advise and assist the Governing Body as required, including attendance at meetings and preparation of reports.</li><li>• Ensure communication with parents is regular and informed and use academy systems to record contact over time.</li></ul>

- Liaise effectively with the Headteacher and Deputy Headteacher(s) to ensure the smooth day to day running of the academy.
- Encourage, through leadership, the care and guidance for students that enables the academy to provide a safe environment for students to learn.

#### **Expectation of the Assistant Headteacher - Achievement**

- Lead the development, implementation, and evaluation of whole-school strategies to raise achievement and secure good progress for all students.
- Work closely with the leadership team and other key staff with a focus on raising standards.
- Use data intelligently to track performance, identify gaps, and implement timely support.
- Work closely with the trust data manager to analyse school performance data to identify trends, strengths, and areas for development.
- Oversee and refine intervention systems, ensuring they are impactful, data-driven, and inclusive.
- Ensure intervention strategies are inclusive and responsive to the diverse needs of all learners.
- Work closely with the curriculum and pastoral leaders to remove barriers to learning, and ensure a cohesive approach to student achievement.
- Champion the needs of disadvantaged students, those with SEND, and any students facing barriers to learning.
- Work with the SENDCo and pastoral teams to coordinate support for vulnerable students.
- Ensure that students develop study skills in order to learn more effectively and with increasing independence.
- Direct the work of associate staff with responsibilities that fall within your remit.
- Have line management responsibility, overseeing a number of departments and a year group.
- Support middle leaders in developing their understanding of data and intervention strategies.
- Monitor and support the work of middle leaders to ensure they are working effectively to deliver good progress for students.
- Report findings to senior leadership and governors, providing clear recommendations for improvement.
- Work with external agencies and partners where appropriate to enhance student outcomes.
- Engage with students, parents, and carers to foster partnerships focused on achievement and wellbeing.
- Ensure all interventions comply with statutory guidance and are informed by educational research.
- Take responsibility for your own professional development, keeping up to date with research and developments in pedagogy, school improvement and best practice in raising achievement and closing gaps.
- Engage effectively in the performance management and review process.

#### **Person Specification**

<b>Qualifications and Professional Development</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>▪ First Class or Upper Second-class Good honours Degree</li> <li>▪ Qualified teacher status</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>▪ NPSL qualification or willingness to undertake the qualification</li> <li>▪ Evidence of recent and relevant professional development in leadership, inclusion or school improvement</li> <li>▪ Membership of a national professional organisation</li> </ul>
<b>Experience</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>▪ Substantial leadership experience in a secondary school with strong evidence of success and impact, at a department or year group level</li> <li>▪ Proven track record of raising achievement and securing good progress for students</li> <li>▪ Experience of leadership of whole school initiatives or intervention programmes with demonstrable impact</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Experience of using data to drive improvement and inform decision making</li> <li>▪ Experience of leading a team of staff</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>▪ Previous experience of a senior leadership role</li> <li>▪ Experience working in a secondary school context with similar demographics</li> <li>▪ Experience of strategic planning and innovative thinking and translating this into effective intervention strategies</li> </ul>
<b>Knowledge</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>▪ Excellent knowledge of school improvement strategies and current educational research</li> <li>▪ Deep understanding of barriers to learning and effective, evidence-based interventions</li> <li>▪ Understanding of how to manage change and innovation</li> <li>▪ Understanding of how to deliver high quality Teaching and Learning</li> <li>▪ Thorough understanding of safeguarding and child protection in schools</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>▪ Knowledge of data systems (Arbor)</li> <li>▪ Knowledge of Ofsted inspection frameworks and accountability measures</li> <li>▪ Understanding of national context and implications for schools</li> </ul>
<b>Skills and Abilities</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>▪ Strong analytical skills with the ability to interpret complex data and exercise good judgement</li> <li>▪ The ability to act as an effective role model</li> <li>▪ Outstanding communication, interpersonal, and organisational skills</li> <li>▪ Ability to lead, motivate, and inspire staff and students</li> <li>▪ The ability to motivate, inspiring confidence in students that they can succeed and achieve their personal best</li> <li>▪ Good organisational skills and high levels of self-motivation</li> <li>▪ Professional and personal integrity</li> <li>▪ Ability to make effective decisions</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>▪ Confident user of a wide range of ICT applications</li> <li>▪ Can manage conflict and think creatively to solve problems</li> </ul>
<b>Professional Development</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>▪ Ability to provide evidence to show a commitment to professional development</li> </ul>
<b>Values</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>▪ Committed to Furness Academy values</li> <li>▪ Committed to achieving the best for every student</li> <li>▪ High expectations for all students and passionate belief in their potential to achieve</li> <li>▪ Commitment to inclusion and celebrating diversity</li> <li>▪ Always support academy ethos and values, both within the academy and the wider community</li> <li>▪ Active contribution to the wider part of academy life</li> <li>▪ Commitment to the safeguarding and promoting the welfare of children and young people</li> </ul>
<b>Personal Qualities</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>▪ Inspirational, dedicated and motivated individual</li> <li>▪ Desire to be the best you can be</li> <li>▪ Passionate about the education of young people</li> <li>▪ Resilience and a reflective approach to leadership</li> <li>▪ Ability to work collaboratively and build positive relationships across the school community</li> </ul>

	<ul style="list-style-type: none"><li>▪ Ability to stay calm under pressure</li></ul>
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