



Assistant Headteacher Job Description

Job Details Assistant Headteacher (Data and Assessment)

Salary: L11 – L16

Hours: 1.0FTE

Contract Type: Permanent

Reporting to: Co-Headteachers / Deputy Headteacher

Responsible for: Data and Assessment

Main Purpose

The Assistant Headteacher will support the Headteacher and Deputy Headteacher in:

- Communicating the school's vision compellingly and supporting the headteacher's strategic leadership
- The day-to-day management of the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards meeting the school's aims and objectives

The purpose of the post is to provide high quality leadership which ensures success and improvement in the school. The Assistant Headteacher will ensure a high-quality education is provided for all pupils with improving standards of learning and achievement. The post-holder will support teaching staff, support staff and pupils to ensure they fulfil their potential. The post-holder will assist the Headteacher in the strategic leadership and application of policies relating to Data and Assessment.

Qualities

The assistant headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

Duties and Responsibilities

Reporting to the Deputy Headteacher – Data and Assessment will lead and manage the following areas of the school:

- Lead, manage, review and quality assure the whole school tracking system, ensuring the ongoing training of staff to support student progress.
- Effectively report progress data to students, parents and governors including interim reports and parents' evenings.
- Working with Middle Leaders to monitor, review and plan the most effective provision to support pupil progress in light of progress data.

- Work with senior leaders to ensure data is readily available to support relevant intervention to address gaps in student achievement.
- Leadership of External exams and all aspects of Data and Assessment
- Managing the Data and Examination Officer to ensure internal and external examinations run smoothly and efficiently Assessment, Reporting & Recording including liaison with parents, governors, Middle Leaders, and staff.
- Ensure effective assessment structures are in place across all departments that are clearly mapped into the school's recording and reporting systems.
- Work with Middle leaders to ensure effective structures are in place to provide reliable and robust assessment data.
- Ensure that the assessment maximises progress and achievement by working with and through Middle Leaders to monitor, evaluate and develop effective assessment practices.
- Ensure that baseline assessments are responded to in developing teaching and curriculum on individual, subject and school levels.
- Target setting and Monitoring Key Stage 3+ 4, including Raising Attainment, Progress, and Intervention & Support Strategies for the characteristic groups.
- Oversee and manage the school's system of GL and other baseline assessments and contribute to the school's work on 'transition' with the Key stage 3 Coordinator and support staff.
- Developing and communicating an assessment and reporting calendar that is aligned to the learning pathways of students.
- Developing reporting that is meaningful to students and parents and that leads to action.
- Manage and oversee with the Data and Examinations Officer and Middle Leaders to produce the annual Examinations Analysis.
- Overview of Homework.
- Promote a Remote Learning environment so that students and parents can always access their curriculum and assessment information.
- Development of a Whole School Extra-Curricular / Enrichment Programme
- To work to ensure 100% of our Parents/Carers come into school to discuss and support in academic progress of the children.
- Lead whole-school training in intervention focused areas of our work
- To oversee Pupil Premium children to ensure parity of experience for disadvantaged pupils in the school with non-disadvantaged pupils Oversee tracking of progress of Pupil Premium children, intervention strategies and Closing the Gap
- Gain support from hard to reach/disadvantaged families to work together in supporting the child's emotional and academic development through outreach and engagement Strategies.

Person Specification – Assistant Headteacher (Assessment and Data)

| Requirements | Form of Assessment | |
|---|--|---|
| | Essential | Desired |
| Qualifications and Experience | | |
| <ul style="list-style-type: none"> • Qualified teacher status with a graduate level qualification (essential) • Additional professional qualification(s) • Substantial and successful teaching and leadership experience in the secondary setting • Experience of teaching in more than one school and securing high standards • Experience of management experience in more than one school • A recent proven track record of leading school improvements • Has proven commitment to professional development in leadership and management. • Experience in leading faculty or whole-school initiatives related to assessment, data tracking, or curriculum planning • Experience of using data to drive school improvement and raise standards • Experience or knowledge of timetabling processes and systems. • Evidence of a recent higher-level study in education and/or evidence of recent higher-level study in leadership and management. | ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ | ✓ ✓ ✓ |
| Qualities, Skills and Knowledge | | |
| 1. Have the best interests of pupils and the highest ambitions for all pupils, as the guiding principles of personal practice | ✓ | |
| 2. Have personal leadership qualities that inspire the work and trust of others | ✓ | |
| 3. Consistently demonstrate integrity, determination, positivity, fairness / equality and strength / resilience in professional practice. | ✓ | |
| 4. Demonstrate the ability to clearly communicate the strategic vision; motivate and inspire the school community. | ✓ | |

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| 5. Have a proven track record of running effective teams and securing the support of other key professionals / staff. | ✓ | |
| 6. Demonstrate the ability to work with other senior leaders collaboratively and to be 'Trust minded' and well as 'school minded.' | ✓ | |
| 7. Can sustain and develop pupils' behaviour and can also consistently promote pupils' welfare. | ✓ | |
| 8. Capacity to respond effectively and efficiently to short - and medium -term challenges, able to think decisively. | ✓ | |
| 9. Able to find ways to enable all staff to feel a valued part of our school. | ✓ | |
| 10. Has up to date knowledge of pedagogical approaches and evidence informed approaches. | ✓ | |
| 11. Experience of school-self review, and application of Ofsted standards. | ✓ | |
| 12. Has led whole-school CPD, as part of a programme of school improvement. | ✓ | |
| 13. Able to inspire and support staff to improve and able to hold to account. | ✓ | |
| 14. Able to design and implement systems for monitoring, evaluating and reporting | ✓ | |
| 15. Deep understanding of assessment principles and their application across key stages | ✓ | |
| 16. Strong knowledge of school performance data systems (e.g., Arbor, Go4Schools, FFT Aspire) | ✓ | |
| 17. Highly analytical with the ability to interpret complex data and present it clearly to different audiences | | ✓ |
| Trust and Governance | | |
| 18. Experience of working in partnership with Governors or a Trust, providing information and advice (desirable). | | ✓ |
| 19. Willing and able to contribute to the development of the Trust and other Trust schools / colleagues. | ✓ | |