



JOB DESCRIPTION

Assistant Headteacher | Assessment and Data

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| Who we are: | The University of Cambridge Primary School is an Inclusive, Innovative and Ambitious school. We are committed to challenging the status-quo, to engage in research, to ask different questions about education and release our imaginations. We are bold enquiring educators, following John Dewey's statement that 'the most important attitude that can be formed is that of desire to go on learning'. We empower and educate all children and adults to ask better questions, develop positive attitudes to learning through playful enquiry, oracy and dialogue and strong habits of mind. We challenge thinking in the pursuit of innovative ideas. Our mission: to support the development of education for all children, everywhere. |
| Role | Assistant Headteacher for Assessment and Data (50% teaching responsibility in class) |
| Responsible to: | Executive Headteacher |
| Scale Grade: | Leadership Scale |
| Purpose: | The purpose of the job is to lead and take responsibility for the quality of education with a particular focus on assessment and data. |
| Job Context | There are two Assistant Headteachers in the school; they each take operational lead in various aspects of the educational provision of the school. Individually accountable, they work as part of the leadership team to ensure the highest standards of professionalism and quality of teaching and learning for all children. Demonstrating excellence in their own teaching practice, they lead teaching and learning across the school to ensure the highest of expectations for all children; they are research-informed especially in relation to inclusion. They identify strengths and areas of weakness, supporting improvement in practice through coaching, managing and leading teams of people in a climate where excellence is the standard. They engage in a pursuit of knowledge and learning for themselves - both self-directed (including professional reading) and provided by the school. They support communication with parents and stakeholders in positive, professional and proactive ways. They consistently model our qualities of engagement competencies (Level 4/5) with a positive proactive attitude to finding ways through for every child. They lead and communicate passionately. They are highly organised, diligent and efficient. They have the ability to build rapport with our various communities. They have an excellent relationship with children. They are committed to the aims, vision and mission of the school. |

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The Job Description is indicative of the roles, responsibilities, accountabilities, impact and outcomes. Detail of impact and outcomes will be discussed and determined as part of the professional appraisal processes. The Job Description will be reviewed regularly. The Job Description is not the contract between the School and the employee.

Dimensions to the role:

1. The Assistant Headteacher is an excellent teacher and inspiring lead professional in the school; they are expected to have an up-to-date knowledge of research related to education and to articulate key messages in research into their practice and in the practice of others.
2. The Assistant Headteacher:
 - a. Takes professional responsibility and accountability for school assessment and data, including systems, processes, planning, pupil voice and related classroom practice.
 - b. Is timetabled to teach 50% of the week including team teaching, modelling practice, covering teachers as needed.
 - c. Responsible for gather and analyse data to support the school's evaluation. They have a precise eye for detail and ability to present data in a clear and insightful way.
 - d. Takes professional responsibility and accountability for leading a curriculum subject area.
3. The Assistant Headteacher deals with and reports the progress and outcomes to governors, the Executive Headteacher, the Senior Leadership Team, parent and community stakeholders.
4. The Assistant Headteacher manages an operational budget that is defined annually by the Finance Committee.

Principal Accountabilities

| Accountabilities | Results and deliverables |
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| Safeguarding: The Assistant Headteacher promotes a robust safeguarding culture, following all safeguarding policies | |
| <ol style="list-style-type: none"> 1. Is the Designated Safeguarding Lead 2. To ensure that safeguarding, health and safety and educational policies are understood and followed to the highest standards. | <ul style="list-style-type: none"> • Efficient organisation using robust and effective systems and processes that support to • Risks assessments are compliant • Health and Safety review indicate best practice • Safeguarding practices of the team are strong (as determined by internal and external review) |
| Education: The Assistant Headteacher is responsible for the quality of education (specifically the quality of teaching and curriculum offer) with a specific focus on assessment | |
| <ol style="list-style-type: none"> 3. To carry out professional duties of a teacher as described in the Teachers' Standards and pay documents including those duties assigned to the Phase Leader by the Core Leadership Team and/or Executive Headteacher and defined in the Teaching and Learning guidance documents. 4. To be responsible and accountable for the highest standards of behaviour, attainment, progress and | <ul style="list-style-type: none"> • Teaching quality is highly effective and consistent because assessments are used for formative and summative purposes to diagnose children's learning needs and adapt provision. • 100% of children make expected progress from their starting points and related to their individual needs. |

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| <p>motivation through effective teaching across the phase.</p> <ol style="list-style-type: none"> Support curriculum leadership and implementation. To actively seek new curriculum opportunities and ensure they are implemented well, with evaluation and impact on children identified and reported to the Leadership Team and governors. To promote creative and innovative practice across the school. To take the leadership of a particular area of the school, as needed and directed by the Executive Headteacher, commensurate with the role and job purpose (e.g. pastoral or NQTs/Talent). To lead the implementation of academic interventions | <ul style="list-style-type: none"> Behaviour is largely pro-social because systems are adhered to, communication between different stakeholders is timely and clearly sets high expectation. Anti-social behaviour is managed highly effectively. Assessment reports are clear, insightful and analytical giving school leaders and governors the information they need to make robust decisions. |
| <p>People (Leadership & Developing Others): The Assistant Headteacher coaches, mentors and manage people; giving clear direction about learning and teaching expectations, offering support and challenge to improve outcomes for all children; they lead appraisal and review of people.</p> | |
| <ol style="list-style-type: none"> Establish good working relationship and good working practices, support and lead teachers and learning coaches in the phase group Ensure that individual role accountabilities are clearly defined, understood and agreed and are subject to robust review, support and evaluation Instil a strong sense of accountability, especially in relation to assessment and data across the team for the impact of their work on children's outcomes; to be accountable for the strategic leadership and management of a phase, within the context of the school's vision, culture and policies | <ul style="list-style-type: none"> People in your team highly rate your leadership and management All school documents are completed to a high standard (e.g. minutes of meetings, appraisal documents) Morale and motivation of people in the team is high People report that you support them to use data effectively to improve standards for children |
| <p>Inclusion: The Assistant Headteacher is unswerving in their duty to ensure the highest research-informed principles of inclusion are enacted.</p> | |
| <ol style="list-style-type: none"> To model and enable principles of inclusion as stated in our Diversity Strategy and SEND policies and practices. To instil a <i>Learning Without Limits</i> culture within the cluster, in line with the school ethos, vision and mission statements. To champion the most vulnerable children by challenging colleagues to reflect on their practice; take responsibility to identify any explicit or implicit practices that 'exclude' children and effect change in this respect | <ul style="list-style-type: none"> Children with SEND and those with additional needs make good or better progress because your leadership of a culture of inclusion and an 'ethic of everybody' is demonstrated in all your work Vast majority of parents/carers of children with SEND or entitled to Pupil Premium or in other vulnerable categories say that the school has supported their child Minutes of meetings (including LABS, Leadership Minutes, Learning Support Meetings, Data Pupil Progress meetings) show expertise in finding ways to address underperformance of children |

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| Organisation & Communication: The Assistant Headteacher ensures all operational aspects of their responsibilities are carried out, meeting deadlines, showing efficiency and good management skills. | |
| 16. Inspire confidence in the community through precise and passionate communication of the school's work 17. Ensure deadlines are met consistently 18. Take responsibility for the communication of matters related to their responsibilities to the Executive Headteacher and Associate Headteacher in a timely and solution focused way 19. To support the Executive Headteacher in establishing partnerships within the locality and further afield | <ul style="list-style-type: none"> • Deadlines are consistently met with work to a high standard • All communication is consistent with the UCPS 'tone' and values • Positive feedback is received from external partnerships about your work and the work of your team • Meetings are efficient and well documented with clear actions and identified accountabilities and delegations. • Vast majority of parents/carers say that concerns and complaints are handled well |
| Outcomes: The Assistant Headteacher collates performance data, ensuring assessments are robustly managed and moderated, and report to leaders and governors using school policies and systems. | |
| 20. Ensure that educational standards are ambitious, through securing excellent analytical understanding of how children learn and of the core features of successful classroom practice and curriculum design. 21. Working with the Leadership Team and Executive Headteacher to plan, agree and oversee the delivery of the curriculum across the phase and to be accountable for the quality of its implementation and impact. 22. Ensure that all available data are used to identify strengths and weaknesses of the school and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and all members of the school team. 23. Takes an overall lead and has responsibility for Attendance 24. Surveys team members and the wider school community 25. Works in partnership with the team members and wider school community, challenging ideas of one another, holding each other to account in a spirit of collaboration and striving for highest professional standards 26. To attend meetings as appropriate with the Governing Body and parents and to provide such reports and information as required. 27. To help provide training and workshops for team members, governors and parents/ carers | <ul style="list-style-type: none"> • Demonstrative evidence of rich curriculum opportunities that promote progress, academic outcomes and children's well being • High quality planning and assessment that leads to Quality First Teaching across the school • Hold teachers and learning coaches to account for their use of data including the implementation of SEND assessment systems and processes. • Curriculum Teams are highly effective because planning, progression mapping and assessment practices identify strengths, areas of weakness and success of children • Peers rate highly your expertise, leadership and management work |

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| Learning Environments: The Assistant Headteacher creates happy, purposeful and inclusive learning environments worthy of sharing with other educators across the globe | |
| 28. To take responsibility for health and safety 29. To take responsibility for the implementation of the display policy 30. To ensure the school is presented in a positive and professional way 31. To demonstrate innovative responses to learning environments and challenge preconceived positions about the organisation of class and learning space | <ul style="list-style-type: none"> • Learning environments support children to be more independent and develop their agency • Learning environments address the need for language and vocabulary acquisition • Children are observed to be proactive, highly engaged and learning knowledge and skills effectively |
| Financial Management: Assistant Headteachers ensure financial prudence in a culture of care for all resources and taking responsibility for the use of public funds | |
| 32. Support strategic financial planning to ensure effective use of budget and resources. 33. Manage a designated budget, as required, ensuring that the school achieves value for money in all circumstances. 34. Ensure that all resources, especially those of high value, are accounted for, stored and managed effectively within phases. 35. Understand and follow all financial policies. | <ul style="list-style-type: none"> • Storage and control of equipment is excellent and well-organised. • There is no overspend. • Reports to the Executive Headteacher and Director of Business show how resources have impacted on positive outcomes for all children. |

Flexibility Clause

As a term of your employment you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.