

Assistant headteacher/Assistant Director of the Haybridge High School Teaching School Hub-Job Description

All assistant headteachers play a critical role in the life of the school. They inspire confidence in those around them and work with others to create a shared strategic vision which motivates students and staff. They take the lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others. They have the confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to learning.

Assistant headteachers must demonstrate sustained high quality of performance in respect of school leadership and management and student progress and will be subject to a review of performance against the following before any performance points will be awarded.

- Their planning and review statement.
- National standards for school leadership.
- Where appropriate, the learning outcomes for the National Award for Special Educational Needs Coordination.

Annual pay progression within the range for this post is not automatic. Any progression will normally be by one point, but the Trust Board will consider movement by two points in the following exceptional circumstances:

- Additional experience or training undertaken which would enhance performance.
- Sustained and continued measured improvement related to the educational performance of the students at the school.
- Clear and documented demonstration of exceptional performance with respect to all aspects of the management and leadership of the school.

Line managed by: Director of the SCITT and Teaching School Hub

Main responsibilities

- Provide strategic leadership for the newly designated Teaching School Hub.
- Develop and communicate a clear and coherent vision for the Teaching School Hub, to all stakeholders.
- Develop the Teaching School Hub as the first point of contact for recruitment, retention and development of teachers across the area.
- Co-ordinate ITT recruitment and development across the area.
- Develop and deliver the new Early Career Framework (ECF), ensuring that all Early Career teachers engage in this new provision.
- Develop and oversee the Teaching School Hub's future role as the designated 'appropriate' body.
- Co-ordinate, develop and deliver the new National Professional Qualifications (NPQ), including the new Headteachers' programme, ensuring that schools in the area engage fully with this provision for leadership development.
- Work with our strategic partners to develop further professional development opportunities to improve the quality of teaching and leadership in the area.
- Be accountable for Teaching School Hub's performance against KPIs.

Specific responsibilities

- Develop and implement a strategic development plan for the Teaching School Hub, engaging all stakeholders.
- Develop strong strategic partnerships, drawing on the expertise of a network of MATs, Research Schools, SCITT, ECF providers, NPQ providers and Curriculum Hubs.
- Develop strong partnerships with all stakeholders including MATs, Local Authorities, the Teaching School Council and the DfE.
- Develop an effective communication strategy, establishing the Teaching School Hub as the first point of contact for recruitment, retention and development of teachers across the area.
- Ensure that the activity of the Teaching School Hub puts children first, maintaining high expectations for all.
- Coordinate ITT recruitment across the locality, ensuring teacher supply targets are met.
- Establish robust mechanisms, in collaboration with strategic partners, to develop the quality of ITT provision across the locality.
- Develop and deliver the ECF, working with key partners, developing and delivering content as required.
- Ensure the KPIs for ECF recruitment are met and work in partnership with schools so that over time all Early Career teachers effectively engage in this new provision.
- Develop robust systems to track and support Early Career teachers, ensuring appropriate and effective fulfilment of the designated body role.
- Working with strategic partners, develop and deliver the new NPQs for school leaders, including the new Headteachers support package, working with key partners, developing and delivering content as required.
- Co-ordinate ITT and ECF recruitment and delivery in the area, ensuring that targets and KPIs are met.
- Develop and deliver the NPQ programmes, ensuring that targets and KPIs are met.
- Embed evidence-informed practice in all parts of Teaching School Hub delivery, supporting schools' engagement with Research School opportunities.
- Establish a robust Quality Assurance framework to ensure the quality of all Teaching School Hub provision, ensuring appropriate training and support is in place for teaching school staff so that they can successfully implement each aspect of quality assurance.
- Develop a system to track teacher development and retention across the area.
- Work closely with the Director of the SCITT and Teaching School Hub and the Finance Team to develop a robust budget and ensure the financial sustainability of the Teaching School Hub.
- Develop a robust Teaching School Hub business plan, with accurate project income targets.
- Proactively secure additional resources, through successful funding applications.
- Report on financial performance to the Teaching School Hub's Executive and Strategic Boards, The Four Stones Multi Academy Trust's CEO and the DfE.
- Regularly report to the Teaching School Hub's sub-groups.
- Provide up to date information, data and financial progress on KPIs to the Teaching School Hub's Executive and Strategic Boards.
- Monitor and report on all the KPIs for the Teaching School Hub.
- Proactively secure additional resources, through successful funding applications.
- To line manage and be accountable for all Teaching School Hub staffing in line with the relevant policies.
- As an innovative and creative leader, provide impactful leadership for the Teaching School Hub.
- Be a positive advocate of the Hub and The Four Stones Multi Academy Trust, building the their reputation regionally and nationally.
- A willingness to undertake work outside normal working hours (prior notice would be given).

Leading Strategically

Creating and delivering a shared, corporate strategic vision, which motivates and inspires students, staff, governors and all members of the school community is critical to school leadership. The vision should be underpinned by shared values, moral purpose and principles of sustainability. It should drive the strategic plan and subsequent actions to secure continuous school improvement and quality outcomes for all students.

Knowledge and understanding of:

- developments in education at local, national and global levels
- models of effective leadership and organisational structures
- new technologies and their potential impact
- strategic planning processes, tools and techniques
- ways of achieving stakeholder and community engagement
- leading change, creativity and innovation
- ways of achieving social inclusion, diversity and access

Skills:

- think strategically, analytically and creatively
- build capacity and achieve sustainability
- deal with complexity and uncertainty
- build a vision and communicate clear purpose and sense of direction
- model the vision and values of the school
- anticipate, lead & manage change
- use research to support and challenge practice
- inspire, challenge, motivate & empower others to attain challenging outcomes
- work strategically with governing body
- celebrate achievement and acknowledge excellence
- demonstrate political acumen

Leading Teaching and Learning

With the whole school workforce, school leaders play a central role in raising standards of teaching and learning. School leaders have a responsibility to set high expectations, create the conditions for effective teaching and learning to flourish and to evaluate the effectiveness of learning outcomes. Leaders acknowledge the high status, value and importance of teaching and learning and in creating a learning culture which enables students to become effective, enthusiastic and independent, life-long learners.

Knowledge and understanding of;

- curriculum design and management
- principles of quality learning, teaching and assessment including school review and self evaluation
- ways of applying effective practice and research evidence to improve outcomes
- use of external support and expertise
- behaviour and attendance management
- new technologies to support learning and teaching
- political impact of external, community or family factors on learning
- strategies for improving outcomes and achieving excellence for all
- tools for data collection and analysis

Skills

- design, develop and deliver the curriculum
- demonstrate equality and diversity in teaching and learning

- achieve the best possible learning outcomes for all
- use developmental models for teaching and learning
- engage parents in children's teaching and learning
- manage and use performance data
- develop whole school culture of best practice in teaching and learning
- create flexible and comprehensive learning opportunities for all students
- capitalise on appropriate sources of external support and expertise
- deploy technology to support teaching and learning
- develop and use effective assessment and moderation systems
- evaluate, review and develop systems and structures

Leading the Organisation

School leaders should ensure that the school, with the people and resources in it, are organised and managed to provide an efficient, effective and safe learning environment. Using self evaluation and problem solving approaches, school leaders should also seek to improve organisational structures and functions so the school remains fit for purpose. School leaders should build successful organisations by working collaboratively with others, building capacity across the whole workforce and ensuring resources are effectively and efficiently deployed.

Knowledge and understanding of:

- legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks
- development of and access to school buildings and facilities
- strategic financial planning, budget management and principles of best value
- organisational development, planning and implementing change
- employment market, effective recruitment, deployment and management of staff
- technology to enhance organisational effectiveness
- strategies to maximise contributions from the whole workforce
- accountability frameworks
- project management techniques

Skills:

- manage the school's financial, human and physical resources
- seek expertise and advice from within and outside the school
- establish structures and systems so operational decisions are based on informed discussion
- delegate, collaborate and distribute leadership
- manage others within an accountability framework
- create an environment which enables people to perform at their best and underpins effective employee relations
- develop and sustain a safe, secure and healthy school environment
- create a working environment which takes account of workload and work-life balance
- manage industrial relations

Leading People

As school leaders work with and through others, building and sustaining effective relationships and communication strategies are important. School leaders seek to improve their own performance through professional development. To enable others to develop and improve by creating a professional learning culture within the school. Through performance management and effective professional development practice, school leaders support all staff to achieve high standards. School leaders take account of issues surrounding work-life balance and recognise and value all staff and teams in the school.

Knowledge and understanding of:

- significance of interpersonal relationships, including impact on teacher performance and student learning
- performance management, continuous professional development and sustained school improvement
- building motivation, including the importance of celebrating achievement
- building and sustaining a learning community within a diverse workforce
- own performance, ways of obtaining feedback and how to improve
- support and development systems for individuals and teams

Skills:

- create a culture which encourages ideas and contributions from others
- develop self awareness, self-management and self confidence and use effectively
- listen, reflect and communicate effectively
- negotiate and manage conflict, providing appropriate support
- give feedback and provide support to improve performance
- hold people to account and challenge under performance
- develop a culture of learning and continuous professional development
- receive and act on feedback to build on strengths and improve personal performance
- foster an open, fair and equitable culture
- motivate, develop, empower and sustain individuals and teams

Leading in the Community

With schools at the centre of their communities, school leadership has a crucial role to play in working with the community and other services to improve outcomes for, and the well being of, all children. Placing families at the centre of services, schools and leaders should work with others to tackle all the barriers to learning, health and happiness of every child. School leaders share responsibility for the leadership of the wider educational system and should be aware that school improvement, community development and community cohesion are interdependent.

Knowledge and understanding of:

- multi-agency work (including the team around the child), benefits and risks of multi-agency working
- extended service provision, commissioning and contracting
- the diversity of professional cultures and ways of working
- diversity and community cohesion issues
- collaboration and partnership working (including school, home, community and business partnerships)
- strengths, capabilities and objectives of other schools, services and agencies
- wider curriculum beyond the school and opportunities it provides

Skills:

- establish and engage in partnerships, including working with multi-agency teams
- collaborate and work within and across the community
- engage the community in systematic evaluation of the school's work and act on outcomes
- take a leadership role within and across the community
- consult, engage and communicate with staff, students, parents and carers to enhance children's learning
- engage in cross phase working and transition issues

- engage in school-to-school collaboration and contribute to leadership in the wider education system
- contribute to achievement of community cohesion
- broker and commission services

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Director of the SCITT and Teaching School Hub reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Assistant headteacher-Person Specification

Criteria	Essential	Desirable	Method of assessment
Education and qualifications	<ul style="list-style-type: none"> ▪ A good honours degree ▪ DfE recognised qualified teacher status ▪ Further relevant leadership and management qualifications- eg NPQs, masters etc (or working towards) ▪ Valid full UK driving licence ▪ Evidence of continual professional development ▪ Evidence of keeping up to date with educational thinking and knowledge 		Application form and certificates
Experience	<ul style="list-style-type: none"> ▪ Outstanding classroom practitioner with the knowledge, understanding and practical application of effective teaching and learning strategies in order to raise standards ▪ Proven track record as a teacher whose students reach high standards of learning and achievement ▪ A track record demonstrating a commitment to high standards, continuous improvement and quality assurance 	Direct experience of leading a significant aspect of a Teaching School Hub accountability strand (such as ITT, ECF or NPQs)	Application form, references and interview

	<ul style="list-style-type: none"> ▪ Successful leadership, management and development of a significant, recent initiative with measurable positive impact ▪ Successful experience of strategic leadership and management ▪ A track record of effectively leading, managing and motivating students and staff and developing team approaches ▪ A clear vision and deep understanding of the educational landscape. ▪ Experience of marketing and communications ▪ Experience of budget responsibility with a track record of strong financial management ▪ Significant experience building collaborative partnerships and networks ▪ Experience of writing detailed reports and documents for the public domain, suitable for a range of stakeholders ▪ Strategic planning and project management against agreed KPIs ▪ A clear understanding of effective strategies to support teacher recruitment, development and retention ▪ A strong commitment to quality professional development of staff ▪ Experience of working with, or engaging with, colleagues in both 		
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	primary and secondary sectors		
Knowledge and Skills	<ul style="list-style-type: none"> ▪ Suitability to work with young children ▪ Able to form and maintain appropriate relationships and personal boundaries with children and young people ▪ Positive attitude to the use of authority and maintaining discipline ▪ Knowledge of the various leadership styles and practices and their effects in different contexts within schools ▪ Knowledge of OFSTED requirements and self-evaluation ▪ Ability to interpret and analyse school performance data ▪ Knowledge and understanding of recent legislation, development and initiatives in education ▪ Knowledge and understanding of evidence based practice in education ▪ Understanding of the curriculum as the progression model ▪ Ability to prioritise and multi-task whilst managing stakeholder expectations ▪ Knowledge and understanding of the use and potential of ICT to develop learning and raise standards ▪ Expertise in making reliable and valid judgements with regard to the quality of teaching and learning ▪ Ability to lead and 		<p>Application form, interview and references. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> ▪ motivation to work with children and young people ▪ ability to form and maintain appropriate relationships and personal boundaries with children, young people and adults ▪ emotional resilience in working with challenging behaviours; and ▪ attitudes to the use of authority and maintaining discipline

	<p>manage people to work towards common goals</p> <ul style="list-style-type: none"> ▪ Ability to prioritise and manage own time effectively and work under pressure and to deadlines ▪ Ability to maintain strictest confidentiality and integrity at all times ▪ Ability to establish a positive ethos with a focus on high achievement for all ▪ An effective communicator and motivator of students and staff ▪ Ability to enable and empower others ▪ A team player with the ability to establish good working relationships with staff, students and parents/carers ▪ The ability to communicate clearly and concisely both verbally and in writing at all levels ▪ The ability to set clear expectations and parameters and to hold others to account for their performance ▪ The ability to challenge underperformance ▪ Ability to deal with problems in a positive and systematic manner ▪ A track record of strong financial management 		
Personal qualities	<ul style="list-style-type: none"> ▪ A positive attitude to continuous improvement ▪ The drive to develop the capabilities of others and help them realize their full potential ▪ A positive and practical approach to change 		Application form, references and interview

	<p>and challenge</p> <ul style="list-style-type: none"> ▪ Willingness to challenge inefficiency, ineffectiveness or complacency ▪ Strong interpersonal and negotiating skills, with the ability to engage, build and sustain relationships both within the MAT and external organisations ▪ The ability to lead, inspire and motivate ▪ A commitment to do everything possible for each student and to enable all students to be successful ▪ Relentless energy for setting and meeting challenging targets ▪ A healthy competitive attitude that shows a real desire for excellence ▪ An unequivocal positive role model to staff and students ▪ A commitment to justice, quality of opportunity and to comprehensive education ▪ A capacity for hard work ▪ A sense of humour, warmth, energy, stamina and resilience ▪ The professional respect of colleagues 		
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The MAT is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

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