



RAVENSWOOD SCHOOL JOB DESCRIPTION

JOB TITLE: **Assistant Headteacher**
(Behaviour, Attendance and Designated Safeguarding lead)

REPORTING TO: **Headteacher**

GRADE: **L11– L15**

CONTRACT: **Fixed Team 1 year**

CORE PURPOSE OF THE JOB

As a member of the School Leadership Team with the Headteacher, Deputy Head and Finance Officer to contribute to the development of strategic plans and work proactively towards securing good teaching for every pupil in every lesson.

To effectively fulfil all professional duties for Assistant Headteachers as set out in the annual School Teachers' Pay and Conditions Document.

ORGANISATIONAL CONTEXT

- See staffing structure chart

MAIN DUTIES AND RESPONSIBILITIES

Leadership and Management

Playing a major role in collaboration with the Headteacher, Deputy Headteacher, Finance Officer and Governors in:

- Formulating and Reviewing the aims and objectives of the school
 - Designing and effectively implementing the strategies, policies and procedures through which they are to be achieved
 - Monitoring and evaluating progress towards their achievement and holding others to account for their own and their team's performance.
1. Effectively and efficiently leading the establishment, review and implementation of designated school policies and procedures through which the aims and School Improvement Plan will be achieved.
 2. Through high quality support and challenge to lead the behaviour team, be responsible for attendance intervention and take on the role of DSL within the school.
 3. Leading the review, design and effective implementation of effective target-setting and tracking progress procedures which raise pupil achievement and inform school self-evaluation.
 4. Taking responsibility for the Performance Management of designated teachers and support staff and ensuring they meet national and school standards.

5. Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised on the school premises and when they are engaged in authorised school activities elsewhere.
6. Leading the review, design, effective implementation and monitoring of the school curriculum so that every child accesses broad, balanced, well-structured and person-centred learning.
7. Leading the planning and implementation of effective transitions between classes and between provision, so that pupils' prior learning built upon and personalised learning strategies are continued into the new provision.

Teaching and Learning

1. Demonstrating excellent teaching and assessment for learning in timetabled lessons - up to 60% of weekly timetable. Reviewing own methods of teaching and programmes of work to ensure high standards are maintained.
2. Raising achievements of pupils other than those you directly teach through high quality support and challenge.
3. Applying good knowledge, skills and understanding of the complex needs of pupils in teaching
4. Effectively recording and reporting on the progress of pupils to parents and other stakeholders.

SPECIAL CONSIDERATIONS

The postholder is expected to work irregular hours to meet the requirements of the post, e.g. attending governors' meetings, school meetings and functions. This can often mean an extended working day.

During school term-time, in the absence of the Headteacher and Deputy Head to ensure the continued smooth running of the school.

To carry out such other duties as are required by the governors or the Headteacher and as are commensurate with the grade of the post.

CONTACTS

A high level of communication skills is required to work with a wide variety of people.

All staff for information sharing, for consultation or to communicate relevant wider school policies or issues, for performance management and giving regular feedback

Governors for reporting on designated aspects of school self-evaluation, performance management and strategies for improvement.

Parents to consult and inform them of the curriculum, progress of their child and how they can get involved.

Other schools and colleges for developing and reviewing dual placements and to develop shared common working practices which are beneficial for clusters of schools.

Local Authority officers for matters about school improvement.

Statutory bodies e.g. exam boards to review and plan access for all students to well-matched accredited courses.

Professional Association Representatives to consult on school policies and procedures.