

*“Individually we are one drop, together we are an ocean.” Ryunosuke Satoro*

Assistant Headteacher

Boston Pioneers Academy

Application Pack

**Contents**

Job Description

Person Specification

**Job Description**

**Job Title: Assistant Head Teacher**

**Payscale: L3-L7**

**Core Purpose**

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

* Providing professional and strategic leadership and management of the academy that will establish a secure foundation to achieve high standards in all areas of academy life as a member of the Academy’s Senior Leadership Team.
* Communicating the academy’s vision compellingly
* Taking responsibility for a number of roles and responsibilities, which will seek to build on their strengths as well as giving them opportunities to develop new areas of responsibility. This will include leading, managing and developing a core subject curriculum area or academy improvement project and being flexible in this role as academy priorities change.
* Developing action plans in specified areas of responsibility, in order to bring about the improvements identified in the Academy Development Plan
* Formulating the aims and objectives of the academy and through collaborative work with other members of the Senior Leadership Team; thereby actively contributing to the school’s organisation and overall strategy development and delivery.
* Establishing policies for achieving these aims and objectives
* Managing staff and resources to achieve the aims and objectives
* Monitoring progress towards the achievement of the academy’s aims and objectives
* The day-to-day management of the academy in the absence of the EHT & DHT

**The Assistant Headteacher will also have a 0.8 teaching commitment and first and foremost needs to be an outstanding classroom practitioner, acting as a model of good practice for others.**

**Qualities**

The Assistant Headteacher will:

* Uphold the Academy’s Values and public trust in the Academy leadership, through maintaining high standards of ethics, behaviour and professional conduct
* Build positive and respectful relationships across the academy community
* Serve in the best interests of pupils, parents and staff

**Duties and responsibilities**

Academy culture and behaviour

Under the direction of the Executive Headteacher or Deputy Headteacher, the Assistant Headteacher will:

* Create a culture where pupils experience a positive and enriching academy life
* Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
* Ensure a culture of staff professionalism
* Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in academy
* Use consistent and fair approaches to managing behaviour, in line with the academy’s Behaviour Policy

Teaching, curriculum and assessment

Under the direction of the Executive Headteacher or Deputy Headteacher, the Assistant Headteacher will:

* Establish and sustain high-quality teaching across subjects and phases
* Ensure the teaching of a broad, progressive and coherent curriculum
* Support in developing curriculum leadership, including subject leaders, with relevant expertise and access to professional networks and communities
* Use valid, reliable and proportionate approaches to assessing pupils’ knowledge and understanding of the curriculum
* Use a range of data to assist staff to set realistic but aspirational targets for pupils across the school, analyzing outcomes for individuals and groups; using this information to support middle leaders to drive forward improvement in outcomes.

Special educational needs and disabilities

Under the direction of the Executive Headteacher or Deputy Headteacher, the Assistant Headteacher will:

* Promote a culture and practices that enables all pupils to access the curriculum
* Have ambitious expectations for all pupils with SEN and disabilities
* Make sure the academy works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
* Make sure the academy fulfils statutory duties regarding the SEND Code of Practice.

Organisational management and academy improvement

Under the direction of the Executive Headteacher or Deputy Headteacher, the Assistant Headteacher will:

* Establish and oversee systems, processes and policies so the academy can operate effectively and efficiently
* Ensure staff and pupils’ safety and welfare through effective approaches to safeguarding, as part of duty of care
* Ensure effective use of budgets and resources
* Identify problems and barriers to academy effectiveness, and develop strategies for academy improvement that are realistic, timely and suited to the academy’s context
* Make sure these academy improvement strategies are effectively implemented

Staff management and professional development

Under the direction of the Executive Headteacher or Deputy Headteacher, the Assistant Headteacher will:

* Performance manage teachers, support staff and middle leaders, including carrying out appraisals and holding staff to account
* Manage staff well with due attention to workload
* Ensure staff have access to appropriate, high-standard professional development opportunities
* Lead and participate in staff training and development opportunities as appropriate and promote / ensure a whole academy approach
* Act as a mentor or coach to colleagues and encourage collaboration, co-operation and teamwork
* Keep up to date with developments in education
* Seek training and continuing professional development to meet their own needs

Governance, accountability and working in partnership

Under the direction of the Executive Headteacher or Deputy Headteacher, the Assistant Headteacher will:

* Ensure the academy effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
* Work successfully with other academies and organisations
* Maintain working relationships with fellow professionals, networks and colleagues to improve educational outcomes for all pupils

Other areas of responsibility

Specific responsibilities will be discussed and agreed with the Executive Headteacher on an annual basis. This job description may be amended at any time in consultation with the postholder.

**Person Specification**

| **Criteria** | **Essential** | **Desirable** |
| --- | --- | --- |
| Qualifications/ Professional Development | Qualified teacher statusEvidence of continuing professional development relating to school leadership and management, and to curriculum/teaching and learningAbility to identify own learning needs and to support others in identifying their learning needs. | Postgraduate level qualificationAdditional leadership qualificationsExperience of leading/coordinating professional development opportunities |
| Experience | Successful experience of leading one or more subject areasAccomplished teaching experience at a successful levelSuccessful experience in a leadership and management roleAt least five years’ successful teaching experience in the primary age range.Experience of working with children with a range of SENDExperience of working with other schools/organisations/agencies | Teaching experience in at least two of the three key stages.Curriculum leadership in Maths or suitable experience in curriculum development.Experience of teaching in more than one school |
| Strategic Leadership | Ability to inspire and motivate staff, pupils, parents and the community to achieve the aims of the schoolEvidence of successful strategies for planning, implementing, monitoring and evaluationAbility to analyse data and reports, develop short, medium and long term strategic plans, set targets and monitor/evaluate progress towards theseKnowledge of what constitutes good quality in educational provision, the characteristics of effective schools and strategies for raising standards and raising the achievements of all pupilsUnderstanding of, and commitment to, promoting and safeguarding the welfare of pupils | Evidence of whole school impact in relation to identified strategic need |
| Teaching and Learning | A secure understanding of the requirements of the National Curriculum and Early Years FrameworkKnowledge and experience of a range of successful teaching and learning strategies used to meet the needs of and to provide inspiration to all pupilsA secure understanding of assessment strategies and the use of assessment in order to inform the next stages of learningExperience of effective monitoring and evaluation of teaching and learning and of providing appropriate challenge and supportSecure knowledge of statutory requirements relating to the curriculum and assessmentUnderstanding of the characteristics of an effective learning environment and the key elements of successful behaviour management | Understanding of successful teaching and learning across the entire curriculum across all key stagesSuccessful experience of creating an effective learning environment and of developing and implementing policies and practices relating to behaviour managementWhole school curriculum leadership |
| Leading and Managing Staff | Experience of working and leading staff teamsAbility to both challenge and support colleagues in order to raise standards throughout the schoolAbility to delegate work and support colleagues in undertaking their responsibilitiesExperience of supporting the professional development of colleaguesPositive and ambitious leadership of middle leaders | Successful involvement in staff recruitment, appointment/induction Experience of mentoring ECT teachers and students on placementExperience of delivering training and of leading staff meetingsExperience of delivering regular feedback to colleagues in a way which translates to a tangible impact upon the learning of pupils. |
| Accountability | Ability to communicate effectively both orally and in writing with a range of audiences – e.g. staff, pupils, external agencies, parents, carers, and the wider community.Enthusiasm for attending and participating in events that involve and strengthen links with the wider community.Experience of effective whole school self-evaluation and improvement strategiesAbility to provide clear information and advice to staff and governorsSecure understanding of current practice in performance management, including capability | Experience of offering challenge and support to improve performanceExperience of handling complaintsExperience of delivering research led projects.Familiarity with costing development plans and of working within budgets, |
| Skills, Qualities & Abilities | High quality teaching skillsAbility to implement the school’s vision and to create a shared culture reflecting the school’s ethosHigh expectations of pupils’ learning and attainmentStrong commitment to school improvement and raising achievement for allStrong team player with the ability to build and maintain good relationships on all levelsAbility to remain positive and enthusiastic when working under pressureAbility to organise work, prioritise tasks, make decisions and manage time effectivelyEmpathy with and genuine enthusiasm for working with childrenGood communication skillsGood interpersonal skillsStamina and resilienceEffective ICT skills | Familiarity with a range of assessment packages |