

Job Title: Primary Assistant Headteacher - Primary	Pay Scale: Leadership scale
Normal Place of Work: Chery Willingham Primary Academy	Line Manager: Academy Headteacher/Primary Headteacher
Role Summary: To carry out the duties of Senior Leader in accordance with the Teachers' Pay and Conditions Act and other relevant statutory provisions	

DUTIES AND RESPONSIBILITIES

Key Responsibilities

The Assistant Headteacher is accountable to the Primary Headteacher or in the absence of the Primary Headteacher the Deputy Headteacher.

The Assistant Headteacher will:

- Take an active role in setting the strategic direction and development of the academy.
- Support in the completion of the Academy self-evaluation and development plan, being responsible for associated actions.
- Be a pro-active member of SLT with responsibility for a particular phase within the academy.
- Ensure efficient and effective deployment of staff and resources.
- Ensure high standards of teaching and learning.
- Develop a culture and ethos of challenge and support.
- Take a pivotal role in the monitoring and evaluation of the quality of teaching and learning.
- Ensure staff are accountable for standards, agreed expectations and non-negotiables.
- Use the Trust frameworks to manage the performance of teachers and PSAs.
- Undertake teaching commitment as appropriate to need.
- Ensure the accuracy and validity of teacher assessment.
- Be accountable for pupil progress.
- Analyse data to effectively impact upon the quality of educational outcomes.
- Use professional skills and judgments when leading and managing a team.
- Ensure that curriculum development and delivery aligns with the Intent, Implementation and Impact of the Academy and Trust.
- Support with implementation, delivery and evaluation of intervention support programmes.

- Take a lead role in pastoral care and pupil behavior.
- Manage concerns, queries or informal complaints from pupils, parents and stakeholders.
- Through a visible presence on a day-to-day basis and at school events, create and maintain an effective partnership with parents and carers to support and improve pupil's achievement and personal development.
- Have an impact on the educational progress of pupils other than their own assigned classes or groups of pupils.
- Mentor NQTs and trainees.
- Provide coaching and mentoring.
- Report to the Primary Headteacher regarding quality and standards within the phase.
- Hold subject leader roles where appropriate.
- If required, act as one of the academy's Designated Safeguarding Officers.
- Support the Primary Headteacher and wider Leadership team in ensuring the best possible opportunities and outcomes for the overall Academy.

Shaping the Future

The Senior Leader will work to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of The Federation.

The Senior Leader will:

- Ensure the vision for the Academy is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the Academy to translate the vision into agreed objectives and operational plans which will promote and sustain the Academy's improvement.
- Demonstrate vision and values in everyday work and practice.
- Motivate and work with others to create a positive climate.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that strategic planning and the Academy's culture and curriculum take account of the diversity, values and experience of the Academy and community at large.

Managing the Organisation

The Senior Leader will provide effective management of the Academy and seek continuously to improve organisational structures based on self-evaluation.

The Senior Leader will:

- Take responsibility for safeguarding and promoting the welfare of pupils, including the implementation of relevant policies.

- Create organisational structures which reflect the Academy's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the Academy and its facilities.
- Manage the Academy's financial and human resources effectively and efficiently to achieve the Academy's educational goals and priorities.
- Recruit, retain and deploy staff appropriately, in compliance with The Federation's Safeguarding Policy and guidance on Safer Recruitment.
- Motivate, challenge and support colleagues in the performance of their duties through the appropriate monitoring and evaluation systems.
- Encourage team working and contributions from all levels.
- Manage and organise the Academy's environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that the range, quality and use of all available resources are monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Ensure the Academy makes maximum use of technologies to effectively and efficiently manage and develop the Academy.

Leading Teaching and Learning

The Senior Leader has a central responsibility for raising the quality of teaching and learning. This involves high expectations, maintaining and evaluating outcomes and establishing a successful learning culture, which will impact on all pupils' achievement.

The Senior Leader will:

- Ensure a consistent and continuous Academy-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every student's learning.
- Identify pupil's additional needs and ensuring that appropriate provision is made to meet these needs.
- Ensure that learning is at the centre of strategic planning and resource management.
- Sustain creative, responsive and effective approaches to learning and teaching, including harnessing of new technologies.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.

- Demonstrate and articulate high expectations and set stretching targets for the whole Academy to ensure students achieve and progress.
- Implement strategies which secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and continue to develop and implement Assessment for Learning.
- Develop and implement the personalised learning pathways initiative.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge underperformance at all levels, and ensure action is taken to secure improvement.

Developing Self and Working with Others

Effective communication and relationships are key to effective leadership. The Senior Leader needs to build a professional learning community which enables others to achieve.

The Senior Leader will:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive Academy culture.
- Build a collaborative learning culture within the Academy and actively engage with other education establishments to build effective learning communities.
- Develop and maintain effective strategies and procedures for professional development and performance management.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others.
- Regularly review own practice and achievements, set personal targets and take responsibility for own personal development. Take account of feedback from others.
- Manage own workload and that of others to allow an appropriate work/life balance.

Securing Accountability

With values at the heart of leadership, the Senior Leader has a responsibility to the whole Federation and is accountable to a range of groups, particularly pupils, parents, and Trustees.

The Senior Leader will:

- Fulfil commitments arising from contractual accountability to the Trustees.
- Develop an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the Trustees (providing information, objective advice and support) to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of attainment and for achieving efficiency and value for money.
- Develop and present a coherent, understandable and accurate account of the Academy's performance to a range of audiences including Trustees, parents and carers.

Strengthening Community

The Senior Leader should engage with the internal and external partners to secure equity and collaborate strategically and operationally to bring positive benefits.

The Senior Leader will:

- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Build a Federation culture and curriculum which takes account of the richness and diversity of The Federation's communities
- Ensure learning experiences for pupils are linked into and integrated with the wider community.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the Academy to enhance and enrich the Academy and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other establishments and promoting innovative initiatives.
- Co-operate and work with relevant agencies to safeguard children.
- Promote the values of The Priory Federation of Academies Trust as set out in its mission and charter.

Key Relationships

The post holder will be expected to develop and maintain good relationships with:

• Head Teacher, SLT and all Trust staff	To ensure a high quality service is provided that meets the needs of the Trust.
• Parents and Students	
• Visitors	

Generic Responsibilities

- Represent and promote The Priory Federation of Academies' values internally and externally.
- Ensure that the Federations internal customers receive an excellent customer service experience in all dealings with the service.
- Deliver your day to day duties consistently with the agreed service level.
- Act as a champion for change and improvement, constantly enhancing quality.
- Contribute to the annual quality review of the service and the programme of continuous improvement.
- Actively promote and act, at all times, in accordance with Federation policies, e.g. Health and Safety, Equal Opportunities and Safeguarding.
- Make a commitment and contribution to improving standards for pupils, as appropriate.
- Contribute to the maintenance of a caring and stimulating environment for pupils.
- Undertake other duties commensurate with the job level.

The post holder will interact professionally with colleagues to ensure understanding and awareness of responsibilities of all colleagues and undergo any relevant training.

Elements of this job description may be changed following consultation with your manager.

TERMS OF EMPLOYMENT

All offers of employment are subject to The Trust receiving proof of identity, two satisfactory references, satisfactory health and enhanced DBS checks, a signed Code of Conduct, evidence of your relevant qualifications and successful completion of a 12 month probation period.

HEALTH AND SAFETY

All employees are responsible for reading, understanding and carrying out the requirements of The Trust's Health and Safety policy and for informing a relevant person if they become aware of any non-compliance with the policy or of any identified training needs.

HOURS OF WORK

The Academy day is between 8:00 am and 6:00 pm. A flexible approach to working is expected as some tasks may be required to be carried out in the evenings and during holiday periods.

CONTINUAL PROFESSIONAL DEVELOPMENT

The Trust requires individuals to identify and analyse their own training and development needs and to actively participate in the design of a development plan to meet these needs and the needs of the Academy. This may be achieved through an appraisal process.

The post holder should recognise and take advantage of development opportunities and should periodically review their own progress towards meeting previously agreed goals.

CONDITIONS OF SERVICE

Governed by the National Agreement on Pay and Conditions of Service supplemented by local conditions as adopted.

SPECIAL ARRANGEMENTS

The post holder may be required to work outside of normal academy hours on occasion, with due notice.

SAFEGUARDING STATEMENT

The Priory Federation of Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Person Specification – Assistant Headteacher - Primary

	Essential	Desirable	How assessed*
QUALIFICATIONS			
DFE recognised qualified teacher status	✓		AF/Cert
Evidence of recent relevant continuing Professional Development	✓		AF/Cert
Relevant postgraduate qualification		✓	AF/Cert
KNOWLEDGE, UNDERSTANDING AND EXPERIENCE (UP TO DATE/ CURRENT)			
A proven track record of successful leadership within a school or within a department	✓		AF/IV
Successful experience of raising attainment and achievement	✓		AF/IV
Working productively with external partners and the local community		✓	AF/IV
Successful teaching of pupils in the primary phase –	✓		AF/IV
KS2 teaching experience		✓	AF/IV
Knowledge and understanding of current issues and best practice including : <ul style="list-style-type: none"> • A clear educational vision • Comparative data and performance • Principles of effective teaching and assessment for learning • Strategies for fostering Academy improvement • Safeguarding children and young people 	✓		AF/IV
PERSONAL AND PROFESSIONAL QUALITIES			
Strong personal motivation and drive	✓		AF/IV
Good communication skills	✓		AF/IV
Commitment to staff's and own personal and professional development	✓		AF/IV
Commitment to a broad based curriculum that engenders positive attitudes to lifelong learning and promotes personal, social, academic, physical, cultural and spiritual development	✓		AF/IV
High order analytical and problem solving skills and the ability to make informed judgements	✓		AF/IV

*Key to how skills are assessed:

AF = Skill assessed via application form

AT = Skill assessed via test/work-related task

IV = Skill assessed via interview

Cert = Certificate checked at interview

Acceptance of the Job Description

I have read and accept the content of the job description.

Signed Line Manager :

Dated:

Signed Employee.....

Dated.....

