



## Job Description: Assistant Headteacher Teaching & Learning

Salary / grade range	L12 - L16
Location	Southfield Academy
Reports to	The Head of School, Deputy Headteacher, Senior Assistant Heads and Local Governing Body of Co-op Academy Southfield.  Key relationships With the Core SLT, Care Team, Middle leaders and teaching staff

### Purpose of role:

To be accountable for the development and implementation of assessment across school.

- To inspire, motivate and influence staff and students, in securing the highest standards of learning and teaching in order to promote the highest standards of progress and development for students. To be accountable for raising standards through leadership of school improvement areas.
- To engage all relevant staff collaboratively in the development of the provision.
- To demonstrate effective and creative leadership of teams in order to secure sustainable school improvement.

### Key accountabilities (and specific duties / responsibilities):

- To work as part of the leadership team in order to support the strategic leadership of the school.
- To provide access to expertise and professional development for staff, through formal and informal approaches to training and CPD.
- To lead a team in order to raise attainment and secure school improvement.
- To lead by example and take a leading role in developing leadership in others, through the CPD programme.



- To be an excellent role model for all members of staff and students and to maintain a positive and visible presence around the school.
- To work collaboratively in order to monitor, review, evaluate and improve learning across the academy.
- To comply with any reasonable request from the Headteacher to undertake work of a similar level not specified in this job description.
- To ensure procedures are understood and followed in order to safeguard our students and colleagues.

## Specific duties:

- To be accountable for measuring, monitoring and improving standards within Southfield school.
- To contribute to the development a well sequenced curriculum that allows all students to achieve
- To fulfil the duty of an Assistant Head teacher to act as a 'Teacher in Charge' by managing daily operations in line with school policies and procedures e.g. managing daily cover.
- To ensure that there is a robust team approach to quality assurance and that it leads to increased student progress.
- To develop the distributive leadership model and maximise the contribution and collaboration of all staff.
- To work with the relevant staff to develop an effective parental engagement programme.

## Professional expectations

### Leaders will:

- Put students first and their safety foremost;
- Ensure that safe systems of operation are in place, are known and followed
- Listen, support, direct and enforce consistently
- Make efficient & effective use of resources
- Model good professional practice in all areas of the school's business
- Demonstrate consistent compliance with school policies, codes of conduct etc.
- Consider all staff's interests equally & respond to staff fairly and with regard to the school's priorities;
- Use all means to overcome barriers to learning and achievement;
- Support the professional development of colleagues;
- Participate in professional development opportunities;
- Model the Ways of Being Co-op for staff and students in their Pathway to follow:
  - Do what matters most
  - Be yourself always
  - Show you care
  - Succeed together



Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
<b>Qualifications</b> <ul style="list-style-type: none"> <li>• A graduate with Qualified Teacher Status</li> </ul>		
<b>Experience</b> <ul style="list-style-type: none"> <li>• Significant experience in leadership and management of teachers in a special school or specialist SEN setting.</li> <li>• Experience of monitoring pupil progress</li> <li>• Experience of challenging underperformance of staff and students.</li> <li>• Experience of implementing strategies to improve student attainment and progress and to remove barriers to learning.</li> <li>• Experience of managing change in an educational setting.</li> <li>• Evidence of delivering continuing professional development to staff.</li> </ul>		
<b>Skills, Ability, Knowledge</b> <ul style="list-style-type: none"> <li>• High level organisational and management skills.</li> <li>• An understanding of developing effective intervention strategies in order to raise attainment for students with cognitive disabilities.</li> <li>• An understanding of factors supporting school improvement, and how to secure and sustain effective learning and progress.</li> <li>• A knowledge of Britain's minority cultures and a commitment to learn about all Bradford's communities.</li> </ul>		



<ul style="list-style-type: none"> <li>• An understanding of equal opportunities in special and secondary education.</li> <li>• An understanding of current educational issues and relevant legislation.</li> <li>• A working understanding of the inspection framework and its implications for school leadership.</li> </ul>		
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• A proactive leader with the desire to be accountable for delegated areas of responsibility.</li> <li>• Personal impact and presence which communicates clear values and clear principles.</li> <li>• The ability to understand complex matters holistically and develop strategy to achieve coherence.</li> <li>• Emotional intelligence with the ability to recognise and manage stress effectively in self and others.</li> <li>• Self confidence and the ability appropriately to challenge the thinking of colleagues and others at all levels.</li> <li>• Commitment to learning for self and the development of own skills and knowledge.</li> <li>• The ability to inspire, enthuse and motivate all members of the school community.</li> <li>• Openness, good humour, energy, enthusiasm and a sense of proportion.</li> <li>• Commitment to safeguarding young people.</li> <li>• Resilience, self-motivation, stamina and the ability to undertake a variety of roles in a pressurised and demanding context.</li> </ul>		
<p><b>Training</b></p> <ul style="list-style-type: none"> <li>• Evidence of additional recent and continuing professional development</li> </ul>		

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.



# Academies Trust

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.