

**TEACHING STAFF
JOB DESCRIPTION**

ROLE TITLE	Assistant Headteacher
CONTRACTED HOURS	Full time Permanent
LOCATION	Coupals Primary School
GRADE / SCALE POINT – SALARY	AHT 5 Point Range 1-6 (FTE £47,185 -£53,380 per annum)
REPORTING TO	Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

To deliver and sustain educational excellence in teaching and learning throughout the school and more widely as part of the school's Senior Leadership Team, through a range of Leadership strategies.

KEY TASKS & RESPONSIBILITIES

As Class Teacher (Year group flexible)

- Model continuously good or outstanding teaching to support the development of others
- Teach at the direction of the Headteacher, implementing agreed planning, assessment and target setting; teach the National Curriculum subjects and RE as well as working with others to provide Curriculum Enrichment for pupils;

- Demonstrate confidence in the EYFS Curriculum to ensure that transition from EYFS to Key Stage one is effective, maintaining high expectations.
 - Pupil's work should be planned to provide an inclusive and personalised curriculum which meets the needs of the children, including those with Special Needs and those who are able to work at a greater depth standard
 - Carry out assessment, recording, monitoring and record keeping according to school policies, maintaining appropriate records which monitor the progress of the pupils; pupil's work will be regularly marked in accordance with the marking policy;
 - Complete any relevant termly and half termly assessment records, providing SLT with an analysis of this as required
 - Complete information to support class teachers in the writing of pupil reports, for presentation to parents;
 - Manage and monitor the work of other adults in the key stage;
 - Liaise closely with the SENCO regarding the learning needs of pupils.
 - Liaise closely with the Designated Safeguarding Lead for Child Protection regarding pupils' welfare needs.
 - Work collaboratively in partnership with Apple School, London, in using Ipads to enhance and develop teaching and learning opportunities across the curriculum

As Assistant Headteacher you will have knowledge and understanding of:

- the school's vision and values that lead priorities, targets and action plans;
- any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress;
- the characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils;
- the implications of the SEN Code of Practice on teaching and learning;
- how to devise, implement and evaluate systems for identifying, assessing and reviewing pupils' needs;
- the principles of nurture, counselling and positive behaviour management;
- the main strategies for monitoring, improving and sustaining high standards;
- how to use comparative data together with pupils' prior attainment to set targets for improvement as part of Key Stage pupil progress meetings
- the importance of transition throughout the school; starting from Home, Nursery, Reception and throughout year groups and Key Stage's across the school.
- the needs of a growing school, with a commitment to maintaining high expectations alongside refining procedures and systems.
- the needs of our school community, embracing the opportunity to grow our provision including Nursery and wrap around care.

As Assistant Headteacher, your duties are to:

- Deputise for and professionally support the Headteacher and Deputy Headteacher in the leadership and management of the academy;
- Provide an outstanding professional model within the classroom;
- Assist the Headteacher in the maintenance of effective communication within the academy and with all stakeholders;
- Assist the Headteacher in the effective implementation of the academy's Appraisal Policy and undertake the role of an Appraisal team leader;
- Take a leading role in the process of Self-Evaluation and Academy Improvement planning;

- Contribute to policy making and effective management of resources. Where necessary, assist staff in the process of reviewing and amending policy statements;
- Assist in the promotion of an ethos that reflects harmony, mutual respect, and understanding;
- Be responsible, with the Headteacher and Deputy Headteacher, for liaising with outside agencies as appropriate;
 - Ensure a high standard of conduct and behaviour is promoted within the academy;
- Promote inclusion and equal opportunities within the academy;
- Support an active policy of parental involvement and assist the Headteacher and Deputy Headteacher in maintaining effective communication with parents;
- Play a full part in the planning and organisation of all academy functions and events;
- Support the priorities from the School Development Plan by leading Whole School and Key Stage Meetings
- Lead a monitoring and support plan that ensures that teaching is consistently driven by raising outcomes throughout the school
- To support staff in following robust assessment procedures for tracking, monitoring and assessing progress across the school
- Undertake any other duties that may be delegated by the Headteacher.

Key Stage Leader duties will include;

- To implement and drive the Abbots Green ethos and vision through leading an outstanding, changing Curriculum for all;
- To think creatively in partnership with the HT/ SLT to ensure that the changing size and needs within the school are effectively met
- To work as part of the SLT to drive core objectives from the School Development Plan, reporting and sharing progress with governors and the USP executive team
- To work alongside SLT so that subject leaders are able to articulate the intent, implementation and impact of single subjects and the Abbots Green / CUSP curriculum;
- To work as part of the leadership team to identify Curriculum strengths and weaknesses within identified key stage
- To work in partnership with the middle leaders to identify the foundations for all subject areas;
- To work alongside middle leaders to ensure that planning for the curriculum scaffolds learning for vulnerable pupils;
- To monitor the whole school foundation curriculum ensuring that all subjects are being taught to a high standard;
- To lead by example in team teaching and shared planning with staff as part of the CPD in school;
- To drive Book Studies throughout the school to evaluate the knowledge and understanding that pupils acquire;
- To present and work alongside governors to demonstrate the impact of the whole school priorities
- To work with English and Maths leaders to ensure high quality teaching of core subjects within designated key stage
- To support and lead middle leaders with developing an effective understanding of the designated key stage, for example, year group leaders, subject leaders
- To communicate in a professional and supportive way with parents and carers to develop strong relationships of trust and support.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and

young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
7. Participate in training and other learning activities and performance development as required.
8. Undertake any other reasonable tasks and responsibilities as requested by the Headteacher or Deputy Headteacher which fall within the scope of the post.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
Technical or Specialist	<ul style="list-style-type: none"> • NVQ or equivalent in a relevant subject 	<ul style="list-style-type: none"> • Knowledge of School / Trust Computer systems
Literacy and Numeracy	<ul style="list-style-type: none"> • Secondary education up to GCSE level or equivalent • Ability to set out letters / documents and to use grammar correctly • Able to carry out basic calculations accurately • Computer literate • Able to main routine records e.g. school meals, sale of tickets, supplies. 	<ul style="list-style-type: none"> • Competent and confident in use and interpretation of databases and spreadsheets.
Organisational		<ul style="list-style-type: none"> • Knowledge of Trust's administrative procedures e.g. ordering / incoming and outgoing post
Equipment / Materials	<ul style="list-style-type: none"> • High level, accurate keyboard skills. • Able to use / operate general office equipment e.g. printers, photocopiers, binder, computers 	
Research	<ul style="list-style-type: none"> • Able to use the internet effectively for routine research 	
Problem Solving	<ul style="list-style-type: none"> • Ability to check stock deliveries accurately • Ability to resolve a range of day-to-day problems, using own initiative. • Know when it is appropriate to refer upwards 	
Creative Thinking	<ul style="list-style-type: none"> • Design and produce documents / advertisements etc 	
Planning	<ul style="list-style-type: none"> • Organised and methodical approach to admin tasks • Ability to manage and coordinate projects and in-house events 	
Interpersonal and Communication	<ul style="list-style-type: none"> • Tact and diplomacy second nature • Articulate with a good grasp of the English language • Patience and tolerance when dealing with parents / pupils who may be upset or appear unreasonable 	

	<ul style="list-style-type: none"> • Understanding of the necessity and ability to maintain absolutely confidentiality • Pleasant and helpful telephone and face-to-face manner • Ability to function effectively as part of a team 	
Keyboard	<ul style="list-style-type: none"> • High level keyboard skills 	
Manual Skills	<ul style="list-style-type: none"> • Routine manual handling skills 	
Level of Autonomy	<ul style="list-style-type: none"> • Able to make day-to-day decisions about own workload, within clear guidelines and procedures. Supervisory assistance is available most of the time. 	