

Job Description

Post Title: Assistant Headteacher	
Post Grade: <i>Teachers' Payscale/Leadership L3-L7</i>	
Location: <i>East Ward Community Primary School</i>	Post Hours: <i>Full time</i>
Special Conditions of Service: <p>To be performed alongside the provision of the School Teacher's Pay and Conditions Document. Leave must be taken in school holidays.</p> <p>The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.</p> <p>Appointment to the post is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service.</p>	
Purpose and Objectives of Post: <p><u>This role will be non-class based. There will be an expectation to teach classes in order to: model good practice, develop relationships, support training and development and ensure quality first teaching. The Assistant Headteacher will be expected to cover classes in certain circumstances.</u></p> <ul style="list-style-type: none"> • To be responsible for the pupils within a designated key stage in learning to their full potential. • To be the Designated Safeguarding Lead for the school. • To have a strong understanding of effective teaching and learning across the primary phase (and be an excellent role-model throughout). • To lead aspects of whole-school professional learning across the school and MAT. • To have a good understanding of the needs of children from disadvantaged backgrounds- including behaviour, SEMH and pastoral support. • To become a key person within the senior leadership and management team. 	
Accountable to: Head Teacher, Deputy, Governing Body and Board of Trustees	
Immediately Responsible to: Head Teacher	
Responsible for: <p>Driving forward teaching and learning across the school Staff within a key stage of the school. Leading by example and positively encouraging and supporting all members of staff. Working with the Leadership Team to ensure that the school offers a high quality, exciting, engaging, well resourced, differentiated and well-matched curriculum for all children. Supporting the school in the appraisals of teaching and support staff.</p>	
Relationships: Internal and External <p>Governors, Board of Trustees, Head Teacher, School Staff, pupils, parents</p>	

Key Responsibilities and Duties

- Be a member of the Senior Leadership Team and assist the Headteacher in shaping the vision for the school.
- Lead on Safeguarding across school.
- Undertake full responsibility for all matters relating to the school in the absence of the Headteacher and Deputy Headteacher.
- To take responsibility for and be a strong role model for professional learning.
- Work flexibly in the presence of the Headteacher and Deputy Headteacher to ensure the smooth day to day management of the school, working closely with staff.
- Undertake the duties of a classroom teacher as identified in the school class teacher's job description and demonstrate excellence in professional classroom practice.
- Support subject leaders in leading subjects across school with a particular focus on core areas of the curriculum.
- Provide strong effective and motivational leadership in a key stage.
- Effectively manage duties and responsibilities of staff within school.
- Assist the Headteacher in ensuring that the statutory requirements for collective worship are met.
- To participate in recruitment and selection as agreed with the Headteacher.
- Assist the Headteacher, Deputy Headteacher and members of the Senior Leadership Team in the appraisal of all staff.
- Maintain good communications between staff.
- Support and encourage all staff at the school to find and use opportunities to support the development of the whole child.
- Assist the Headteacher in the maintenance of good order and discipline within the whole school.
- Actively contribute to a school wide positive and inclusive climate for learning.
- Use your own knowledge of pedagogy of the primary curriculum to support other staff to improve.
- To prepare and present reports as required.
- To produce all necessary timetables and rotas.
- To lead groups of staff in specific school improvement projects as agreed by the Leadership Team and report to the Headteacher as required.
- Assist the Headteacher in maintaining an overview of the whole school curriculum and ensuring adherence to statutory and school requirements.
- Assist the Headteacher in the effective deployment of all staff.

Strategic Planning- *shaping the future*

Maintain a strategic overview, collaborating with others and motivating them towards shared goals which will drive school improvement by:

- Working in partnership with the Headteacher, Deputy Headteacher, SLT, Governors and Trust Board to align with and implement an ambitious school vision and to lead and manage change.
- Playing a leading role in ensuring that the quality of teaching and learning is good or better.
- Contributing to the school's self-evaluation process and planning, implementing and reviewing the School Improvement Plan.
- Leading whole school policy change by modelling and supporting colleagues with direct and proven impact.

Professional Development- *developing self and working with others*

Be an excellent role model, promoting high expectations of self and others and contributing to a professional and collaborative learning culture which embraces continuous improvement by:

- Being reflective, demonstrating a desire to improve and learn.
- Keeping abreast of current research, theory and practice in relation to high standards of education and innovative practice.

- Promoting a culture of inclusion within the school community where all views are valued and taken into account.
- Working with the Headteacher to organise and lead a range of Continuing Professional Development for others including coaching, mentoring and appraisal.
- Managing your workload and that of others to ensure an appropriate work/life balance.

Leading Teaching, Learning and Assessment

Take a lead role in ensuring an ethos of challenge and support where all children can achieve success by –

- Being an excellent role model, exemplifying high-quality, creative and inclusive teaching which raises achievement, guides children to become reflective and independent learners.
- Support the Headteacher, Deputy Headteacher and Senior Leadership Team to develop, review and lead systems of monitoring and evaluating the profile of teaching and learning across the school, including lesson observations, book scrutinies, learning walks and appraisal.
- Implementing and reviewing assessment procedures in line with school policies and statutory requirements.
- Being committed to recognising and nurturing a skill/talent within all children.
- Having an awareness of how children learn and use this to support improving outcomes.

Self-improving school system- securing accountability

Promote a whole school ethos of collective responsibility and support the Headteacher in ensuring accountabilities are clearly defined, understood, reviewed and evaluated by -

- Demonstrating a commitment to collaborative working so that everyone can share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Communicating expectations clearly, recognising achievement and challenging underperformance through taking a lead role in processes such as 'Pupil Progress Review Meetings' and appraisal.
- To set individual pupil targets and monitor through Pupil Progress Review Meetings on a termly basis from teacher assessments and provide the Headteacher, SLT and Governors with a summary report.
- Working with the Headteacher and other leaders to analyse attainment and progress, identifying trends, strengths and areas for development in relation to national, local and school data.

Strengthening Community

Contribute to strengthening the school community and promoting collaborative working within and beyond the school by –

- Recognising, respecting and harnessing the contributions that colleagues, parents/carers, and governors can make to the academic development and well-being of children.
- Being pro-active in building and maintaining relationships with children, parents/carers, staff, outside agencies and members of the wider community and communicating effectively with them.
- Seeking opportunities to involve parents/carers and the wider community in enriching learning experiences for children and adults.
- Play a significant role in promoting and facilitating good relationships with outside agencies.
- Promoting the school and Trust on social media.

Managing the School

Support the Headteacher and Deputy Headteacher in the smooth day to day management of the school and deputise in their absence –

- Ensuring that resources, including the deployment and timetabling of staff, effectively and efficiently improve the quality of education for all children.
- Ensuring a consistent approach to standards of behaviour, attendance and punctuality in line with school policies.
- Ensuring the effective dissemination of information in line with agreed communication systems.

Other

The duties and responsibilities of the subject element of the post may vary from time to time according to the changing needs of the school. It can be reviewed at the discretion of the Headteacher in the light of changing requirements and in consultation with the post holder and the governing body.

Key skills and competencies – Assistant Headteacher
<p>1. Qualifications</p> <p>Essential:</p> <p>Degree level qualification</p> <p>A sound working knowledge of all key stages</p> <p>Desirable:</p> <p>Evidence of implementing whole-school change that has brought about a positive impact on whole-school aims and achievements.</p>
<p>2. Communication</p> <ul style="list-style-type: none"> ▸ Applies effective verbal communication skills, knowing when and how to hold staff to account. ▸ Presents information and ideas clearly by using language appropriate to the audience. ▸ Use knowledge of pedagogy and research to engage in professional discussion. ▸ Adapts personal style to suit individual need and situation. ▸ Create an environment of trust through high challenge, low threat support. ▸ Confident in leading staff meetings as appropriate.
<p>3. Other skills required for the role</p> <ul style="list-style-type: none"> ▸ Demonstrates excellent classroom practice. ▸ Reflective and evaluative practitioner with a desire to improve. ▸ Exercises flexibility in order to accommodate changes in work priorities. ▸ Thinks clearly and logically in working through a problem, asking for help and/or signposting as appropriate. ▸ Anticipates the workload and plans accordingly. ▸ Monitors progress against key performance indicators. ▸ Awareness of the needs of children from a variety of backgrounds.
<p>4. Accountability/freedom to act</p> <ul style="list-style-type: none"> ▸ Makes routine decisions based upon the whole school vision and development plan. ▸ Contributes towards the effective delivery of performance targets, objectives and standards. ▸ Leads by example in standards of behaviour and conduct in the work environment.
<p>5. Leadership and management skills</p> <ul style="list-style-type: none"> ▸ Ability to lead school-based projects or developments.

The Assistant Headteacher is required to be flexible in a constantly changing work environment and in implementing the school's policies.

Employees of East Ward Community Primary School have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

Assistant Head Teacher Person Specification

The Governing Body of East Ward Community Primary School is seeking to appoint an Assistant Headteacher with excellent interpersonal skills, personal presence and authority. The successful candidate will be creative, proactive and able to take the initiative in the strategic development of the school. They will have the ability to remain calm under pressure, be highly resilient, and possess high levels of energy and commitment.

We have shown in the right hand column at which stage we intend to assess each element. 'A' refers to the application form and supporting letter stage. 'I' refers to the interview stage. Applicants should note that their application form and supporting letter should address ONLY the criteria shown with 'A' or 'A/I' in the right hand column.

Qualifications and Personal Development	Essential	Desirable	Evidence
Holds Qualified Teacher Status	✓		A
NPQSL or further professional qualification		✓	A
Demonstrates a commitment to personal professional development	✓		A/I
Experience	Essential	Desirable	Evidence
Evidence of leading curriculum development incorporating enjoyment and achievement in at least one subject or area	✓		A/I
Experience of monitoring and evaluating teaching and learning	✓		A/I
Knowledge and experience in target setting and pupil progress at class, cohort and school level	✓		A/I
Expertise in data analysis and use of data to inform school improvement	✓		A/I
Has successfully used a range of strategies to encourage parents and carers to support their children's learning and realise the school's vision	✓		A/I
Has a good understanding of the role and potential impact of the Governing Body		✓	A/I
Has a good understanding of whole school budget management		✓	A/I
Personal Qualities and Attributes	Essential	Desirable	Evidence
A highly motivated and reflective team leader who is approachable and promotes positive relationships with pupils, staff, parents and governors	✓		A/I
A commitment to a high level of pastoral care and an ability to manage pupil behaviour effectively and sensitively	✓		A/I

Strong interpersonal skills, including empathy, listening, communication and the ability to influence	✓		A/I
Strong personal leadership and management skills that value people throughout the school community, including the ability to motivate, inspire and lead change with sensitivity and energy	✓		A/I
Committed to the pursuit of excellence through reflective practice and continued professional development	✓		A/I
Able to prioritise, plan and organise self and others	✓		A/I
Displays the ability to think creatively and solve problems in order to build on good practice and identify strengths as well as areas for development	✓		A/I
Ability to demonstrate a track record of raising standards of achievement and attainment	✓		A/I
Demonstrate resilience, perseverance and a sense of humour when facing the pressures of a demanding leadership position	✓		A/I
Ability to build and develop links between the school and the wider community	✓		A/I
A commitment to the promotion of extra-curricular and community related activities for pupils and families	✓		A/I
Teaching and Learning	Essential	Desirable	Evidence
Excellent classroom practitioner with a proven commitment to improving the quality of children's learning	✓		A/I
Evidence of a creative and innovative approach to teaching and learning	✓		I
Commitment to providing an effective learning environment appropriate to the needs and abilities of the pupils	✓		I
Implements strategies for monitoring, evaluating and improving the quality of teaching and learning, and raises standards and achieving excellence	✓		A/I
Have a good understanding of how assessment strategies and target setting are used to inform learning in order to help pupils make progress	✓		A/I
Can identify and lead effective practice in EYFS including teaching, monitoring and assessment.	✓		A/I

Can demonstrate effective planning and teaching for the academic, spiritual, moral, social, emotional and cultural development of children	✓		
Shaping the Future	Essential	Desirable	Evidence
Leads, embraces and is able to implement change, creates and innovates	✓		A/I
Thinks and works strategically, by helping to build, communicate and implement a shared vision, where everybody matters and can achieve their full potential	✓		A/I
Sets, achieves and helps others to achieve ambitious, challenging goals and targets	✓		A/I
Aware of current significant initiatives in education at local and national levels	✓		A/I
Developing Self and Others	Essential	Desirable	Evidence
A record of continuous professional development that includes training in leadership and management and a willingness to undertake other training	✓		A/I
Evidence of supporting, training and helping to co-ordinate the professional development of colleagues	✓		A/I
Has experience of successfully building and developing teams	✓		A/I
Understands the principles and strategies of school improvement and can evidence a role in this process leading to successful school development	✓		A/I
Securing Accountability	Essential	Desirable	Evidence
The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of school, including challenging poor performance	✓		A/I
Evidence of understanding and practice in the use of data to drive up standards of pupil achievement	✓		A/I
Understands the key legal issues relating to schools, such as Child Protection, Equal Opportunities, Race Relations and Disability		✓	A/I
Understands the need to be accountable to parents and can demonstrate using strategies that enable parents to be involved in the life of the school	✓		A/I
Community	Essential	Desirable	Evidence
Ability to work in partnership with governors	✓		A/I

Ability to extend and develop school partnerships with parents/carers and the wider community	✓		A/I
A good working knowledge of external agencies	✓		A/I
Safeguarding	Essential	Desirable	Evidence
Knowledge and commitment to the statutory requirements and other relevant legislation relating to child protection and safeguarding	✓		A/I
Places the welfare and safety of children at the heart of his/her practice	✓		A/I
Application	Essential	Desirable	Evidence
A well-presented coherent and clear application that responds well to the person specification	✓		A

As an employee of *East Ward Community Primary School*, you have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults and for ensuring that they are protected from harm.