



Shaw
Education
Trust



Careers

at Shaw Education Trust



Job Title:	Assistant Headteacher
Grade:	Leadership
Salary:	Competitive based on experience
Conditions of Service:	STPCD
Responsible to:	Headteacher

Job Purpose

The Assistant Headteacher will play a critical role in ensuring the smooth operation of the school and the achievement of its strategic goals. The key responsibilities include:

- **Safeguarding:** Ensuring the safety and well-being of all students across the school community.
- **Strategic Planning:** Formulating the aims and objectives of the school in alignment with its mission and vision.
- **Policy Development:** Establishing and implementing policies to achieve the school's aims and objectives effectively.
- **Resource Management:** Managing identified staff and resources to support the school's strategic goals.
- **Progress Monitoring:** Regularly monitoring and evaluating progress towards achieving the school's aims and objectives, ensuring continuous improvement.
- **Teaching Commitment:** Maintaining a timetabled teaching commitment, adhering to the teacher's standards, and modeling best practices for teaching staff within the school.
- **Additional Duties:** Undertaking other specific duties as delegated by the Headteacher, contributing to the overall leadership and management of the school.

The role will require adherence to the terms and conditions set out in the STPCD, with specific duties and responsibilities aligned to the school's needs. The Assistant Headteacher will work closely with the Headteacher and other members of the leadership team to ensure the school's success.

Key Responsibilities

Leadership

- Support the headteacher and deputy headteacher in the day-to-day management of the school
- Communicate and demonstrate the school's vision compellingly and support the headteacher's strategic leadership
- Lead by example, focusing on providing excellent education for all pupils
- Lead on safeguarding policy, procedures and practice as the Designated Safeguarding Lead
- Lead on policy, procedures and practice for Annual Reviews of EHCPs as the school SENDCO
- Build positive relationships with members of the school community
- Ensure that knowledge on developments in education are maintained
- Undertake and seek training and continuing professional development to meet personal needs

Leading & Managing Staff

- Under the direction of the Headteacher or Deputy Headteacher.
- Assist with the selection and recruitment of new staff.
- Manage performance of middle leaders, including the undertaking of appraisals, providing professional development opportunities, ensuring that clear performance objectives are set and met in order to deliver excellent standards of performance and delivery.
- Create an ethos within which their staff are motivated and supported to develop their skills and knowledge

- Commit to their own professional development, proactively identifying development opportunities.
- Ensures creative, effective approaches to well-being support, and is responsive to the needs of the pupil community and the Trust.
- Delivers effective and agreed strategies to safeguard all pupils across the school.

Developing Self and Others

- Demonstrate excellent performance against part 1 and part 2 of the Teacher's standards: teaching, personal, and professional conduct.
- Ensure all staff are up to date and compliant in their safeguarding knowledge and practice.
- Implement strategies and initiatives to share best practice, developing confidence and skills in others across the well-being service.
- Role model and deliver a positive ethos that celebrates the achievement of all.
- Role model and foster a culture of continuous improvement.
- Ensures effective planning, co-ordination, support and evaluation, ensuring clear delegation of tasks and devolution of responsibilities.
- Sets high expectations for all and addresses underperformance, makes appropriate challenge for unacceptable practice and attitudes.
- Acts as a role model for the highest professional standards and behaviours.
- Self-evaluates, sets personal targets and takes responsibility for their own personal professional development.
- Ensures both self and others achieve an appropriate work/life balance.
- Ensures the performance management of staff reflects the Trust aims and objectives.

Systems and Processes

Under the direction of the Headteacher or Deputy Headteacher.

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose.
- Provide a safe, calm, well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour.
- Implement systems for managing the performance of all staff, addressing underperformance in accordance with policy and procedure and supporting staff to improve, valuing excellent practice
- Work with the school leadership team and Academy Council as required
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school.
- Ensures the range, quality and use of resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.

Accountability – Assessment

- Track and analyse pupil progress data across well-being interventions, their EHCP targets, behaviour and attendance, paying particular attention to disadvantaged groups such as those eligible for pupil premium or who speak English as an additional language.
- Maintain knowledge and awareness of best practice in the field of assessment and advise others within the school accordingly

Accountability - Pastoral

- Establish and implement whole-school systems for pupil well-being
- Conduct pupil voice surveys to ensure that they feel happy and safe in school, champion the

importance of pupil voice to other members of the senior leadership team.

- Provide staff with training and support in order that they can play a part in enhancing pupils personal development
- Promote and evaluate the effectiveness of the school's behaviour policy and strategies
- Oversee the monitoring of pupil attendance and ensure it is improving continuously; provide strategies to the headteacher accordingly,
- Oversee the analysis of whole-school data on attendance, behaviour, exclusions, wellbeing to inform future improvement strategies.

Accountability – Safeguarding

- Required to safeguard and promote the welfare of children and young people, follow school policies and the staff code of conduct.
- Take responsibility for maintain up to date, compliant safeguarding policy and procedure for the school on behalf of the headteacher.
- Ensures a safe and supportive school culture.
- Ensures the welfare of children is safeguarded and promoted in line with current best practice and advice.
- Identifies key features of staff recruitment that help deter or prevent the appointment of unsuitable people.
- Implements and works with policies and practices that minimise opportunities for abuse or ensure its prompt reporting.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

Safeguarding

- Take overall responsibility for promoting the safety and welfare of all pupils.
- Create an organisational culture which is vigilant to and monitors and prioritises the safeguarding of pupils above all considerations.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to including Prevention

This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

Qualifications and Experience

Qualifications/Training

- Qualified Teacher Status
- Degree educated
- Evidence of regular and appropriate professional development towards a leadership role.
- Evidence of recent management development
- Evidence of safeguarding and safer recruitment training
- Evidence of recent management development

Experience / Knowledge / Skills

- Leadership and management experience in a school
- Teaching experience within a similar educational setting
- Involvement in school self-evaluation and development planning
- Line management experience
- Understanding of high-quality teaching, and the ability to model this for others
- Skills in supporting others to improve
- Understanding of school finances and procedures
- Effective communication and interpersonal skills
- Ability to communicate the school and Trust vision and inspire others
- Ability to raise achievement and achieve excellence
- Knowledge of current safeguarding legislation and procedure thorough knowledge of the Code of Practice.
- Experience of contributing to staff development

Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build relationships between yourself and the team, and between team members. • Unify not divide the team, promote a culture of respect. • Manage conflict well and pro-actively. • Embrace and welcome accountability of self, and for team. • Care for the well-being of your team/colleagues. • Support the retention of good staff by creating a positive culture around workforce development and team communities. • Ensure good communication amongst your team and the wider organisation as appropriate. 	<ul style="list-style-type: none"> • Ensure effective workforce development and training for self and all, including coaching and mentoring. • Spot and nurture talent – in yourself and in others. • Positively engage in development opportunities and aptitude development. 	<ul style="list-style-type: none"> • Ensure clear roles and accountabilities for the team are well understood. • Develop and promote mutual accountability between colleagues in the team. • Deploy staff and resources effectively across the team. • Manage the workload of self and team. • Know your team(s)/colleagues well.
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build trust within your teams and across the Trust. • Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. • Value compassion • Encourage a can-do approach personally and across your team. • Positively challenge poor behaviour and call it out. 	<ul style="list-style-type: none"> • Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these. 	<ul style="list-style-type: none"> • Display professional credibility to team, peers, and trustees.

<ul style="list-style-type: none"> • Be highly and consistently visible across the organisation and within your team. • Demonstrate a consistent approach and calmness. 		
Motivate and inspire		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Celebrate and acknowledge success of self and others. • Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition. • Demonstrate drive and ambition for self, team and Trust. 	<ul style="list-style-type: none"> • Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. • Understand and share your ‘why’ – and revisit it regularly. 	<ul style="list-style-type: none"> • Communicate a precise and clear vision. • Set the journey ahead which is understood by all. • Evidence sharp goal setting and achievement. • Ensure errors, oversights and mistakes are rare.
Reflection		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Demonstrate transparency and integrity within team and across the Trust. • Accept responsibility and be vulnerable, avoid a blame culture. 	<ul style="list-style-type: none"> • Take time to know yourself and engage in self-reflection and learning. • Ask thoughtful questions and seek the truth. • Give and accept feedback. 	<ul style="list-style-type: none"> • Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.
Secure accountability by giving tools to succeed by...		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Giving generously with your time. • Ensuring 1:1 meetings are useful and effective in driving improvement. • Providing support and removing barriers to success. • Be true to your word, if you say you will do something, do it. 	<ul style="list-style-type: none"> • Have high expectations of yourself and others, seek out best practice. 	<ul style="list-style-type: none"> • Ensuring absolute clarity in terms of expectation and ‘the ask’. • Allocating resources effectively to support KPI delivery. • Be willing and able to have challenging conversations.

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

SS 05.11.2020

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.