



JOB DESCRIPTION

JOB DESCRIPTION:	ASSISTANT HEADTEACHER (ENGLISH)
RESPONSIBLE TO:	Headteacher
JOB PURPOSE:	<p>The Assistant Headteacher (English) will support the Headteacher and Deputy Headteacher in providing strategic leadership and management within the school. They will play a pivotal role in communicating the school's vision, driving continuous improvement, and ensuring the delivery of high-quality teaching and learning, with a specific focus on English at the University Collegiate School, Bolton.</p> <p>The Assistant Headteacher will:</p> <ul style="list-style-type: none">• Lead the development and implementation of the English curriculum across the school• Provide high-quality coaching and mentoring support to Early Career Teachers• Monitor and evaluate the quality of English teaching and learning, identifying areas for improvement• Collaborate with the leadership team to set and achieve ambitious targets for pupil progress and attainment in English• Promote a love of reading and writing throughout the school• Contribute to the overall leadership and management of the school <p>As an employee of QUEST, staff may be required to work at any school within the Trust.</p>
LIAISING WITH:	Headteacher, Senior Leadership, Pupils/students, teachers, parents/carers, visitors to the school, external stakeholders
SALARY SCALE:	Leadership Scale 5 - 9

Professional Responsibilities

School Ethos

Work with colleagues in creating, inspiring and promoting excellence at all levels.

Uphold the culture and ethos of the Trust, ensuring school environments for teaching and learning that empower both staff and children to achieve their highest potential and be their best selves.

Attend and participate in events intrinsic to the daily life of the schools and Trust, celebrating success at every opportunity.

Actively support the Trust's policies relating to equality and diversity, inclusion and safeguarding, health and well-being, confidentiality and social networking

Key Responsibilities and Duties

School Culture and Behaviour

- Under the direction of the Headteacher or Deputy Headteacher, create a culture where pupils experience a positive and enriching school life, with a specific focus on the University Collegiate School, Bolton
- Uphold educational standards to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Encourage high levels of pupil attendance and help to uphold a school culture of safety, enjoyment, and engagement with learning to support attendance



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English at the University Collegiate School, Bolton

- Ensure that the school works closely with parents and carers, with the community, and with other agencies to provide for the academic, spiritual, moral, cultural, social, and emotional needs of all students at the University Collegiate School, Bolton
- Improve outcomes in English at the University Collegiate School, Bolton
- Lead, support, motivate, and direct support staff working within the Key Stage/Phase at the University Collegiate School, Bolton
- To establish successful raising achievement plans and intervention programmes for Years 7-13 within English and any other areas of responsibility.

Teaching, Curriculum, and Assessment

- Under the direction of the Headteacher or Deputy Headteacher, establish and sustain high-quality teaching across subjects and phases, based on evidence
- Ensure the teaching of a broad, structured, and coherent curriculum, with a specific focus on English at the University Collegiate School, Bolton
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable, and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- ensure that the school works closely with parents and carers, with the community and with other agencies to provide for the academic, spiritual, moral, cultural, social and emotional needs of all children at the school
- Foster a lively and welcoming ambience
- Ensure that the statutory requirements for the National Curriculum are met and that all children are enabled to access a broad, balanced and relevant curriculum
- Ensure that the curriculum and pastoral care of the school is appropriate to the children's differing experiences, interests, aptitudes and backgrounds
- Give priority to developing high quality teaching and learning across the school
- Ensure that a system for monitoring and developing the quality of teaching and learning is in place
- Ensure that there is an effective system for assessing, recording and reporting of student's progress
- Implement effective agreed Trust policies for ensuring that children's behaviour is appropriate and supportive to their own learning and the learning of others
- Teach a class of pupils/students, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs;
- Maintain the positive ethos and core values of the school, both inside and outside the classroom;
- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors;
- Ensure that the current national conditions of employment for teachers are met.

A-Level Resits in English

- Lead and manage the provision for A-Level resits in English, ensuring that all pupils have the opportunity to achieve their full potential
- Develop and implement effective strategies to support pupils in passing their A-Level English resits
- Monitor the progress of pupils undertaking A-Level English resits and provide targeted interventions as needed

Additional and Special Educational Needs and Disabilities (SEND)

- Under the direction of the Headteacher or Deputy Headteacher, promote a culture and practises that allow all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEND
- Make sure the school works effectively with parents, carers, and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice



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The Assistant Headteacher will:

- Be responsible for the Pupil Premium Strategy to improve the educational outcomes for disadvantaged students focusing on targeted academic support and wider non-academic strategies within the academy to ensure that all students regardless of background or ability are well supported and able to thrive. Contribute to establishing the core values of the team and their practical expression
- Act as the ECT/Trainee Mentor
- Undertake progress reviews of early careers teachers once a term
- Formally observe early careers teachers twice a year as per the school observation cycle.
- Contribute to management decisions on all aspects of policy, development and organisation
- Maintain a secure, healthy and risk-free environment for pupils, staff and visitors
- Alongside the Head of School/Headteacher, monitor and evaluate pupil/student achievement and attainment throughout the school
- Liaise with the Local Governing Body, when appropriate, to facilitate their overview of school management
- Assume responsibility for the management of the school in the absence of the Head of School/Headteacher
- Lead by example as a teacher and as a leader
- Lead staff in their role of collaboration and learning and in the development and implementation of curricular initiatives
- Attend SLT meetings as required, and report back to staff when necessary.
- Establish good relationships, encourage good working practices and support and lead teachers in the Key Stage/Phase/School
- Lead, support, motivate and direct support staff working within the Key Stage/Phase/School
- Oversee all aspects of the Key Stage/Phase/School organisation and management; including preparing agendas and chairing meetings, in order to ensure that policies and practices are being delivered
- Lead by example in all areas of the curriculum
- Monitor the standards of behaviour and achievement within their year group and across the Key Stage/Phase/School
- Take some responsibility for the pastoral care of pupils/students in the Key Stage/Phase/School, including involvement in lunchtime duties, when necessary
- Liaise closely with other senior leaders to ensure continuity and progression across the Key Stages/Phases/School
- Oversee the induction process of new members of staff within the Key Stage/Phase/School
- Co-ordinate and oversee the organisation of visits and extra-curricular activities within the Key Stage/Phase/School
- Co-ordinate the development of a cohesive and effective long-term plan in the curricular areas they are responsible for leading
- Ensure that medium-term planning meets all National Curriculum requirements
- Review, monitor and evaluate current practice (including schemes and policies) and provide feedback to the Senior Leadership Team
- Support, motivate and advise staff, and work alongside them in the development of their classroom practice, where appropriate
- Lead by example, through good classroom practice
- Disseminate information to the staff, and provide INSET to promote staff development and improve classroom practice
- Contribute to action-planning in the subject for the School Improvement Plan
- Maintain an up-to-date knowledge of local and national initiatives, by attending relevant courses
- Encourage inter-school links and events of mutual benefit to all children including participation in school events outside of working hours
- Be responsible for the budget allocated to Key Stages/Phases/School, and prioritise resource needs as indicated in the School's Improvement Plan
- Implement agreed Trust policies and guidelines
- Support initiatives decided by the Trust Executive Team, Headteacher, Head of School and staff
- Plan appropriately to meet the needs of all pupils/students, through differentiation of tasks
- Be able to set clear targets, based on prior attainment, for pupils'/students learning
- Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils/students
- Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning
- Report to parents on the development, progress and attainment of pupils/students
- Maintain good order and discipline amongst pupils/students, in accordance with the Trust's behaviour policy
- Participate in meetings which relate to the school's management, curriculum, administration or organisation
- Support collaboration and learning in an agreed subject area
- Communicate and co-operate with specialists from outside agencies
- Lead, organise and direct support staff within the classroom
- Participate in the performance management system for the appraisal of their own performance, or that of other teachers.



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Professional conduct

- To sign and uphold the Trust's Code of Conduct and ensure confidentiality is maintained at all times.
- Maintaining a secure, healthy and risk free environment for students, staff and visitors.

Safeguarding

Quest is committed to safeguarding and promoting the welfare of children and young people at all times. The postholder will be responsible for promoting and safeguarding the welfare of all children for whom they are responsible, or with whom they come into contact, in accordance with the trust's Child Protection Policy.

To participate in the staff Performance Development Review process in accordance with the Trust's policy and be responsible for self-motivation towards agreed targets.

The above has detailed the core aspects of teachers' professional standards and the approved career stage expectations and it is expected that staff will support, collaborate and celebrate all aspects of school and Trust life, and work at all times to ensure excellence for all.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role.

The post holder should be willing to undertake any other tasks that Senior Staff might reasonably require.

QUEST is committed to safeguarding and promoting the welfare of children and young people.

Clearance from the Disclosure and Barring Service is required prior to appointment.

Signed Post Holder

Name Post Holder

Date

This job description was correct at the time of writing but may be subject to change and development according to the prevailing needs of the Trust.



JOB SPECIFICATION

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Degree • Qualified teacher status
Experience	<ul style="list-style-type: none"> • Digitally confident • Excellent English teacher and practitioner • Relevant teaching experience across Key Stages • Proven track record for improving standards of achievement and the quality of teaching and learning • Experience of coaching and mentoring other staff • Experience of change management • Experience in leading worship/assembly
Skills and knowledge	<ul style="list-style-type: none"> • Expert knowledge of the National Curriculum, • Awareness of ways of developing religious education and worship/assembly • Good awareness of issues at Academy level that impact upon provision in a 11-19 educational setting • An understanding of working at senior level in a Trust/ Academy, setting the vision and strategy for improvement • Clarity of vision and a child centred, progress focused philosophy • Evidence of success in leading a team demonstrated through improved outcomes • Ability to analyse data effectively to inform plans for intervention • Ability to encourage, motivate and lead staff • Positive, open and approachable style of management • Ability to think strategically • Should be able to demonstrate a good knowledge, understanding and awareness of pupils'/students' educational development; school leadership and management; curriculum and assessment including subjects and cross curricular aspects, tracking and target setting • Good knowledge of school improvement strategies and the application of ICT to teaching, learning and management • Good knowledge of local and national policies, priorities and statutory frameworks • Understanding of high-quality teaching and learning strategies in the subject, and the ability to model this for others and support others to improve • Awareness of local and national organisations that can provide support with delivering the subject • Ability to build effective working relationships with staff and other stakeholders • Understanding of how to adapt teaching to meet pupils' needs • Knowledge of guidance and requirements around safeguarding children • Good IT skills • Effective communication and interpersonal skills, with the ability to communicate a vision and inspire others • The ability to accurately assess the quality of student's work against national standards • Decision making and communication skills



JOB SPECIFICATION

CRITERIA	QUALITIES
Personal qualities	<ul style="list-style-type: none"> • Self-management and interpersonal skills • Personal impact and presence • Ability to uphold and promote the ethos and values of the Trust • Commitment to safeguarding and equality • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • Maintain confidentiality at all times • Willingness to continue to learn and develop • Ability to work as and effectively lead a team • Believes in the limitless potential of people and strives for distinction and high achievement in everything they do; aspires to consistently perform at their best and inspires others to always do so • Influencer (e.g. makes a strong positive personal impression on others; gains clear agreement and commitment from others; uses evidence and articulates a strong business case aligned to the school's vision and values) • Clarity for personal work goals and objectives (e.g. accepts and tackles demanding goals with enthusiasm; works hard and puts in longer hours when it is necessary; seeks to set and achieve stretching goals; aspires to greater levels of performance and attainment for students, staff and self) • Emotional intelligence • Able to rigorously implement an idea to a sustainable conclusion • To have integrity, passion, energy, presence, resilience and patience • To be able to have a corporate responsibility for all decisions made at senior level/middle management level • Ability to think analytically and flexibly to set targets with which to measure progress • Commitment to and participation in the full life of the school • Legally entitled to work in the UK

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ASSISTANT HEADTEACHER PROTOCOLS

Strategic Role within the School's Senior Leadership Team

- Represent the views and interests of the Key Stage/Phase in the SLT and report on standards in the Key Stage/Phase
- Share responsibility for school self-evaluation, school improvement planning, staff deployment and development across the school
- Lead a curriculum area(s) and monitor the work of all subject leaders to ensure continuity, progression and accountability
- Take a lead role in mentoring within the school, supporting and developing good practice of other trained mentors within the school
- Lead on support across the Trust and within the Consortia
- Contribute to school activities such as parental workshops and links with the wider community
- Represent the school when the Head of School is not available
- Proof read Key Stage/Phase reports
- Receive overview of budget and spending within SLT meetings
- Contribute to, lead and develop strategic role across the Trust

Curriculum Development, Teaching and Learning

- Be responsible for ensuring broad and balanced curriculum provision across the Key Stage/Phase, focused on high achievement
- Ensure at least good progress in mid-year, end of year and/or end of Key Stage assessments
- Ensure all teaching is good, much outstanding and act as a role model to others
- Contribute effectively to the work of the wider team
- Liaise with other Assistant Headteachers to ensure continuity and progression across Key Stages/Phases
- Develop and enhance classroom practice in all curriculum areas across the Key Stage/Phase
- Ensure and rich, engaging and stimulating environment for children and act as a role model to others demonstrating high standards and expectations
- Manage mid-year, end of year and end of Key Stage assessments
- Monitor and evaluate planning, teaching, learning and assessment in the Key Stage/Phase and standards of pupil/student achievement and progress through drop-ins; book scrutiny; planning; interventions; data analysis – as per monitoring schedule
- Liaise with the Headteacher regarding assessment and target setting throughout the Key Stage/Phase
- Ensure school visits and extra-curricular activities and undertaken in the Key Stage/Phase. Deliver an extra -curricular activity each term
- Take ownership of/seek appropriate opportunities for CPD and use the outcomes to effectively improve pupils/students outcomes

Key Stage/Phase Leadership

- Lead by example, promoting outstanding classroom organisation and management
- Take part in appointment procedures and oversee the induction process within the Key Stage/Phase
- Organise and chair Key Stage/Phase meetings
- Termly data analysis meetings with Head of School as SLT
- Act as a team leader in relation to Performance Management and the professional development of staff

Half-termly Key Stage/Phase monitoring cycle for Leadership time to include:

- Scrutinise planning with written feedback
- Drop-ins for Teaching and Support staff.
- Book scrutiny – three from each class – written feedback
- Data analysis for progress
- Analysis of communication in planners
- Pupil/student voice, questionnaires and analysis