

Hornsey School for Girls – Job Description

Teacher – Assistant Headteacher

The Hornsey Vision

Excellence is expected by all in the school's community where a dynamic and challenging learning environment helps to realise the ambitions of all and continues to ensure exam results are above the national average.

The school is committed to preparing students to be responsible, articulate and intellectually curious about the world they live in with confidence. A creative approach to teaching and learning is established and expected by all.

Hornsey students are supported by a broad curriculum that ensures they are equipped with the education, skills and passion to improve the world they live in with integrity, allowing students to flourish and be resilient in the face of challenge.

Our Performing Arts status encourages musical, dance and theatrical aspirations creating communal harmony within the school as well as enabling students to take risks and thrive.

To support this vision Hornsey students, staff, parents and governors will work in collaboration to ensure a tolerant, safe and happy learning environment where everyone is respectful and treated equally.

Hornsey School for Girls is committed to safeguarding and promoting the welfare and safety of children and young people and expect all staff and visitors to share this commitment

All teacher's job descriptions define the responsibilities of the postholder as being:

- *Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the School Teachers' Pay & Conditions Document (STPCD)*
- *To meet the National Professional Teacher Standards and working towards or meeting the National Headteacher standards*
- *To fulfil expectations of teachers with TLRs as outlined in The Education (STPC, No.2) Order 2005*
- *To comply with Health and Safety at Work Legislation*

In addition to the above, a person appointed as a deputy or assistant headteacher in a school, in addition to carrying out the professional duties of a teacher other than a headteacher including those duties particularly assigned by the headteacher, must play a major role under the overall direction of the headteacher in (STPCD):

- *Formulating the aims and objectives of the school*
- *Establishing the policies through which they are to be achieved*
- *Managing the staff and resources to that end*
- *Monitoring progress towards their achievement*
- *And undertake any professional duties of the Headteacher reasonably delegated by the Headteacher*

Job descriptions are subject to review and amendment annually through the Performance Appraisal process.

Responsible to:	Headteacher
Scale Code:	Leadership 10-14
Responsible for:	Specific remit to be determined by skills demonstrated

All staff will be responsible to their Heads of Department, the Headteacher and Senior Leadership Team of the school for ensuring the general good order and discipline of the school, and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims, and ethos of the school, and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as inter-related.

In addition to professional duties required of all teachers, senior leaders holding a post of responsibility, will be expected to undertake the following duties for which they will receive a LSP:-

Part A

1. Learning & Teaching;

- 1.1 to lead and demonstrate the whole school standards of teaching, learning and assessment, thereby impacting on the learning & achievement of students and, as such, to be a positive role model to other staff
- 1.2 to prioritise learning and teaching in keeping with the school's vision and the School Improvement Plan and to ensure that the cumulative Teacher Standards are maintained
- 1.3 to increase student attainment and progress within the subject areas identified
- 1.4 to ensure that every student is given the opportunity and support to make progress
- 1.5 to ensure that through strategic leadership and line management, all departments input into the Out of School Hours Learning (OoSHL) programme as part of its commitment to extended school opportunities
- 1.6 to be responsible for leading and designing relevant and appropriate curriculum planning
- 1.7 to ensure that a variety of teaching styles and methods are used throughout the areas line managed and are explicit in Schemes of Learning.
- 1.8 to ensure the curriculum meets statutory requirements, supported by relevant schemes of learning, lesson plans and resources
- 1.9 to implement and monitor the application of the school's homework policy within departments and the year group line managed
- 1.10 to be responsible for teaching approaches and pedagogy used within the school

- 1.11 to be responsible for strategically, through line management, ensuring the development and selection of suitably differentiated materials for different student groupings, including 'more able students', gifted and talented students, students with LDD (Learning Difficulties and Disabilities) and students for whom English is an additional language
- 1.12 to monitor and support the overall progress and development of students within the subject areas line managed
- 1.13 to ensure all follow Behaviour For Learning expectations and classroom management strategies throughout the school to ensure that strategies and policies are appropriate to the needs of students
- 1.14 to ensure the Behaviour Management Policy is successfully implemented throughout the whole school so that effective learning can take place both in classrooms and the subject area as a whole
- 1.15 to encourage and take responsibility for the learning environment by overseeing visual materials and classroom / school display in liaison with Heads of Department
- 1.16 In liaison with the Head of ICT and Network Manager to oversee the application of ICT within the school
- 1.17 To ensure that attendance procedures and processes are implemented throughout the school to ensure that students are challenged on punctuality and attendance so there is no impact on their progress
- 1.18 To coordinate, lead and quality assure a motivating and differentiated curriculum offer for students, including vocational elements across the relevant Key Stage

2. Assessment and Making Use of Data to Track Student Progress

- 2.1 to implement assessment, monitoring and evaluation procedures consistent with national requirements
- 2.2 to evaluate and make use of performance data, using baseline information, to report on progress made and value added when contributing to the subject self-evaluation report and quality assure as required
- 2.3 to track student progress through data analysis and ensure that relevant interventions are in place utilising the skills and responsibilities of other colleagues to ensure students rapidly progress, whatever their barriers are
- 2.4 to monitor student progress and attainment across the school and be responsible for pupil premium provision
- 2.5 to make use of data to set targets for individual students as well as groups and cohorts of students in identifying student underachievement and student potential
- 2.6 to regularly analyse and evaluate data to ensure that each cohort is on track towards targets set and identify intervention strategies to support progress
- 2.7 to oversee reporting to parents on student achievement

3. Leadership

- 3.1 to lead a team of teachers and Para-professionals in meeting the learning needs of students across the school
- 3.2 to provide knowledgeable and innovative leadership of teaching, learning and assessment as well as the curriculum and pastoral matters
- 3.3 to demonstrate appropriate leadership behaviours which inspire confidence in others, whilst also challenging and supporting colleagues, thereby creating a positive impact at school and department level
- 3.4 to maintain clear vision, purpose and high expectations of staff and students, focusing on student achievement
- 3.5 to implement and create strategic planning for the school co-ordinated with the School Improvement Plan, SEF and DDPs
- 3.6 to undertake quality assurance in line with school programme and input into the School Self-Review / DDP and update on subject analysis

- 3.7 to promote effective teamwork and motivate staff to ensure effective, professional, working relations
- 3.8 to lead a staff team in induction, guidance, advice and preparation of references
- 3.9 to have oversight of the work of subject team members, including monitoring, assessment and evaluation
- 3.10 to lead the school through the process of Performance Management and self-review
- 3.11 to participate in the recruitment of subject staff, including interviewing for staff and provide effective induction of new staff in line with school procedures
- 3.12 to take a lead in maintaining and developing monitoring and tracking systems across the school where required in alignment with other colleagues
- 3.13 to collaborate with all colleagues effectively to raise pupil attainment

4. Management

- 4.1 To ensure that Health and Safety policies and practices are adhered to, including those specific to the subject area, and that Risk Assessments are in line with national requirements and are updated where necessary
- 4.2 to be responsible for the day-to-day management of the school and management
- 4.3 discipline: to lead behaviours and accept responsibility for the conduct and behaviour of students within the school and to be available to help members of staff as problems arise
- 4.4 to implement the Hornsey School Behaviour Management Policy
- 4.5 information: to provide relevant information to stakeholders as required
- 4.6 timetable: to liaise with the Deputy Headteacher regarding timetable design and appropriate allocations
- 4.7 to manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records
- 4.8 to make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the subject, liaising with the Cover Supervisor/relevant member of staff to secure appropriate cover within the department
- 4.9 to implement and promote school policies and procedures, eg. Health & Safety, Child Protection and Equal Opportunities
- 4.10 to ensure that all colleagues within the school are held to account for student outcomes and performance
- 4.11 to liaise with external agencies as required.

5. Accountability and Monitoring

- 5.1 to be accountable for student progress and achievement of all students within the school
- 5.2 to be responsible for all students allocated to the school including those on roll but taught elsewhere
- 5.3 to ensure that provision is made for the full ability range of students, including those with LDD, SEND, 'more able students' and students for whom English is an additional language
- 5.4 to accept overall responsibility for all aspects of internal & external examination and testing procedures for the school in liaison with other key colleagues
- 5.5 to monitor subject achievement and individual teacher performance in learning and teaching and follow through with relevant policies and procedures as required
- 5.6 to monitor the learning experiences of students, including undertaking work sampling and classroom observations
- 5.7 to implement and monitor the Behaviour Management Policy providing relevant reports and following up actions as required
- 5.8 to be accountable for the achievement of students and staff in the school
- 5.9 to ensure that the school's quality assurance procedures meet the requirements of Self Evaluation and Strategic Planning to deadlines set

5.10 to ensure accountability and holding to account are in place for self-review reporting and quality assurance reports. Reporting to relevant stakeholders regularly and as required.

5.11 to disseminate appropriate information to governors and external bodies as needed

5.12 to ensure effective communication with parents and community representatives as appropriate including ensuring the collection and dissemination of relevant self-evaluation and student voice responses

5.13 to monitor the work of the school using the school's monitoring procedures

5.14 to be accountable for the most effective use of resources and budget

6. Coaching, Mentoring and Enhancing the Professional Development of Others

6.1 to develop and enhance the teaching practice of others, including Beginning Teachers, NQTs and teachers in their early years.

6.2 to lead and undertake regular lesson observations, scrutiny of students' work and monitoring of colleagues' performance in order to give professional feedback to subject members as well as to inform school self-review

6.3 to provide guidance to teachers and para-professionals within the school, and the induction of new staff, as appropriate to the area of responsibility

6.4 to help formulate and revise relevant job descriptions

6.4.1 to undertake performance management reviews and to act as reviewer for staff in order to provide each staff member with an entitlement to self-review and to guide them in developing a continuing professional development plan

6.5 to support all staff in developing a CPD Professional Portfolio on Bluesky

6.5.1 to coach and mentor key staff in the school in order to support them in their role and in order to raise the standards of both student and staff learning

6.6 to participate in own professional development and actively support colleagues in theirs, ensuring that CPD training needs are prioritised and training disseminated

7. School Ethos

7.1 to play a full part in the life of the school community, to support its distinctive vision and ethos, including safeguarding

7.2 to actively support the school's corporate policies and aspirations

7.3 to adhere to the staff professional code of conduct

7.4 to comply with the school's Health and safety Policy and undertake risk assessments as appropriate, paying particular attention to subject specific risk assessments

SECTION (B) SPECIFIC DUTIES FOR THIS POST –

- The specific duties for this post will be determined at interview based on skill set. The role will include whole school leadership of a key whole school area. It will include line management of departments and year team(s) as well as specific remits in raising standards across the school

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

Signatures:

The job description is current at the date below but will be reviewed on an annual basis and, in consultation with you, may be changed to reflect changes in the job requirements which are commensurate with the job title and grade.

Signed(Teacher)

Date

Signed (Line Manager)

Date

HORNSEY SCHOOL FOR GIRLS
PERSON SPECIFICATION – Assistant Headteacher

Essential	Desirable
Qualifications <ul style="list-style-type: none"> • Good Honours Degree 	Qualifications <ul style="list-style-type: none"> • Relevant in-service training eg safeguarding; whole school leadership
Skills: Evidence of: <ul style="list-style-type: none"> • Teaching to at least a grade 2 equivalent standard • Ability to lead, develop and motivate staff at a whole school level • Ability to work in partnerships • Ability to manage a budget • Ability to plan and think strategically • People management skills • Time management • Ability to use data and information effectively • Ability to monitor and challenge under performance 	Skills <ul style="list-style-type: none"> • Ability to work with outside agencies • Ability to successfully complete national accreditation schemes relevant to continued improvement of the school
Qualities <ul style="list-style-type: none"> • Calm • Strategic • Dynamic • Sense of humour • Compassionate • Attention to detail • Resilient 	Experience <ul style="list-style-type: none"> • School improvement experience in either department or pastoral area/s • Leading a departmental area with significant impact • Improving school systems • Achieving excellent outcomes
Knowledge <ul style="list-style-type: none"> • Understanding steps around change management and school improvement • Understanding of importance of safeguarding • Experience of robust line management • Good knowledge of current educational developments • Research informed practice • Good knowledge of accountability measures and OfSTED requirements 	Knowledge in one or more of the following: <ul style="list-style-type: none"> • Specific whole school leadership of key area – Assessment, Learning and Teaching, CPD, Pastoral, Behaviour, community relations, improving student outcomes across key groups,