



Job Description: **Assistant Headteacher**

Responsible to: **Executive Headteacher and Head of School**

Responsible for: **Improving Teaching and Learning and Leading Whole School Developments**

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below.

Key Purpose

As for all members of staff, the Assistant Headteacher will be responsible for safeguarding the welfare of the pupils and following the Child Protection/Safeguarding policies and procedures.

In addition to carrying out the professional duties of a teacher, the Assistant Headteacher shall play a major role in:

- Formulating the aims and objectives of the school
- Establishing the policies through which they should be achieved
- Managing staff and resources to that end
- Monitoring progress towards their achievement

and will be expected to report directly to the Executive Headteacher and Head of School, undertake any professional duties reasonably delegated by the Executive Headteacher and Head of School and to deputise in their absence.

Specific paragraphs from the current School Teachers' Pay and Conditions Act which refer to the post of Assistant Headteacher also apply.

Management of the school: Key Tasks and Activities

- To share the responsibility for monitoring and maintaining high standards of learning and teaching for all pupils in all phases

- To assist the Executive Headteacher and Head of School in the running of all aspects of the school
- To line manage and performance manage a range of staff across the school
- To model, maintain and support high expectations of good behaviour and appropriate management of pupils
- To assist the staff in the process of self-evaluation and review
- To assist in the writing of and the implementation of the school development plan
- To lead and manage necessary changes as a result of new initiatives or directives
- To maintain good communication between staff of all designation

Leadership responsibilities

- To co-ordinate a phase, where appropriate
- To work with all colleagues to implement the SDP and to lead on areas of the SDP
- To lead whole school curriculum development and review
- To lead on at least one core area and other subject areas, changes dependant on the needs of the school
- To model outstanding teaching and learning and share responsibility with the Head of School for the development of teaching and learning
- To provide high quality professional development and support for staff
- To maintain a high-quality learning environment across the school
- To raise standards by setting high expectations for pupil outcomes across the school
- To ensure that all transitions between the phases are managed well in collaboration with parents
- To maintain the recording and tracking of pupil assessment data in collaboration with other members of the Leadership Team
- To ensure differentiated provision is in place for all

- To work with and actively support colleagues in ensuring quality parental engagement
- To monitor teachers' approaches to assessing, and their standards of teaching
- To make strategic use of the full range of data available for pupils
- To implement the Appraisal and Line Management policy and procedures
- To keep the school under review with the Senior Leadership Team and Governors

Work with the Governing Body

- To attend meetings of the Governing Body and any subcommittee, as required
- To contribute to the self-evaluation of the school with staff and governors

Teaching and Learning

- To teach in classes across the school
- To provide leadership in the implementation of your allocated responsibility areas
- To provide leadership on the monitoring and recording of pupil progress and planning provision
- To work with Middle Leaders to promote continuity of learning from EYFS into year 7
- To bring innovation to the curriculum in order to help pupils develop the skills, understanding and interests needed for them to be able to participate successfully as adult citizens
- To demonstrate aptitude with IT for all aspects of the professional role

Partnerships

- To work in close partnership with governors, families, learning organisations and businesses.
- To work with relevant agencies to support pupils and families.
- To work with peers from our partner schools in our Teaching Alliance and within our Soft Federation with Bangabandhu School and with organisations in partnership with this learning community.
- To help develop and maintain extended school provision through in liaison with the Leadership team.

Professional Development

- To be involved in co-ordinating and providing INSET within school and to work with commissioned school improvement consultants on aspects of the school's CPD
- To be aware of the qualifications structure and professional development pathways that exist and to advise staff of how to plan career progression
- To be responsible for the performance management, training and development of a range of staff.
- To be resourceful in providing and securing high quality training for staff and linking training needs to the school's development plan objectives.
- To lead and contribute to the induction programmes of all teaching staff.
- To work with partner Initial Teacher Training institutions and other training institutions to support the professional development of students.

Own Professional Development

- To be responsible for developing your own skills and understanding in order to keep pace with the professional requirements of the role.
- To undertake professional training for all aspects of school leadership and management and keep up to date with new initiatives across the curriculum.

Agreed by:**Assistant Headteacher signature:****Date:****Executive Headteacher signature:****Date:**



Assistant Headteacher Person Specification/Selection Criteria

- To be experienced as a teacher with excellent subject knowledge and with a track record of middle leadership.
- To have led a core subject area.
- To have experience of curriculum design across a range of subject areas.
- To be a reflective practitioner who is aware of current developments in the curriculum and approaches to teaching and learning.
- To have a thorough knowledge of the principles of effective whole school development and to illustrate how you have demonstrated these skills while at Globe.
- To understand the significance of interpersonal and communication skills within this post and to illustrate how you use these skills in your current role.
- To show that you can work well with children and their families.
- To show evidence of how you have supported a teacher's practice in the past and what are the principles of effective support.
- To have evidence of excellent practice as a classroom teacher across the primary age range with high expectations of achievement for all pupils.
- To have excellent subject knowledge and to be able to use this flexibly to design a creative and progressive whole school curriculum.
- To have the necessary professional and organisational skills, including those of IT and data management in order to be effective in the teaching and leadership role.
- To be able to monitor standards of achievement for all and be aware of how to customise the curriculum to meet individual or group needs.
- To be open to the future demands facing school leaders.