



All about
the child

JOB DESCRIPTION



Job title:	Assistant Headteacher
Grade:	Leadership Scale L1-4
Accountable to:	Headteacher
Place of Work:	Hampreston CE VA First School
FTE:	Full time

Role Remit:

The Assistant Headteacher will contribute to:

- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives

The assistant headteacher will also have a timetabled teaching commitment of 40%, complying with the teachers' standards and modelling best practice for others. They may also be required to undertake any of the duties delegated from the headteacher.

Key Responsibilities:

Leadership

- Support the Headteacher in the day-to-day management of the school
- Communicate 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 agreed whole-school strategies and policy areas
- Build positive relationships with all members of the school community
- Keep up to date with developments in education
- Seek training and continuing professional development to meet own needs
- Implement effective line management of delegated staff, including carrying out appraisals, providing professional development opportunities, and holding staff to account
- Demonstrate excellent performance against parts one and two of the teacher's standards: teaching and personal and professional conduct
- Monitor and evaluate the quality of teaching
- Implement strategies and initiatives to share best practice with others in the school, developing confidence and skills in others
- Provide exciting learning opportunities through a broad and balanced curriculum
- Act as a Deputy Designated Safeguarding Lead (DDSL)

Systems and processes

Under the direction of the Headteacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Work with the governing board as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

Other areas of responsibility:

Inclusion

- Overseeing the day-to-day operation of the school's SEN policy
- Supporting the identification of children with special educational needs
- Coordinating provision for children with SEN
- Liaising with parents of children with SEN
- Liaising with other providers, outside agencies, educational psychologists, and external agencies
- Ensuring that the school keeps the records of all pupils with SEN up to date
- Developing Individual Education Plans (IEPs) or support plans
- Advising and supporting staff
- Monitoring progress and evaluating SEN provision
- Managing Education, Health, and Care (EHC) Plans

Pastoral

- Championing inclusion within the school
- Establish and implement whole-school systems for pupil wellbeing
- Conduct pupil voice surveys to ensure they feel happy and safe in school, championing the importance of pupil voice to other members of the senior leadership team
- Provide staff with training and support so they can play a part in enhancing pupils' personal development
- Promote and evaluate the effectiveness of the school's behaviour policy and strategies
- Monitor pupil attendance and ensure it is continuously improving

- Analysing whole-school data on attendance, behaviour, exclusions and wellbeing to inform future improvement strategies

Other Duties:

At an appropriate level, according to the job role, grade and training received, all employees in HET are expected to:

- Support the aims, values, mission and ethos of HET and participate to the team approach of HET
- Attend and contribute to staff meetings and training days as required, and identify areas of personal practice and experience to develop
- Take appropriate responsibility for safeguarding and children’s welfare and be aware of confidential issues linked to home/child/teacher/academy and keep confidences appropriately
- The post holder at all times, whether or not in the employ of our schools or HET and except where such information is in the public domain maintain the strictest secrecy with regard to the business affairs of our schools or HET and its customers/stakeholders, products and product lists
- Be aware of health and safety issues and act in accordance with the Health and Safety Policy
- To liaise with other staff, contractors and outside agencies/organisations as appropriate

The post holder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar, and they have appropriate qualifications or received appropriate training to carry out these duties.

Manager Signature:

Employee Signature:

Date:



All about the child

PERSON SPECIFICATION Assistant Headteacher



The person specification comprises of:

- Part one - Qualifications, training and experience
- Part two - Qualities and Behaviours: for school leadership now and in the future

Candidates should note that the elements marked essential are expected to be addressed in the written statement as part of the application and will be assessed during interview. These will be used by the panel to shortlist for the interview stage.

Part 1: Qualifications, training and previous experience

Candidate is able to provide pertinent evidence of their previous education, training and experiences	Essential or Desirable
Professional experiences and qualifications:	
1. Qualified Teacher Status	Essential
2. Degree	Essential
3. Professional development in preparation for leadership (NPQ Leading Teacher development would be highly desirable)	Essential
4. Leadership and management experience in a school	Essential
5. Teaching experience (Minimum 5 Years)	Essential
6. Involvement in school self-evaluation and development planning	Desirable
7. Line management experience	Desirable
8. Experience of contributing to staff development	Essential
9. SENDCo experience. This would include:	Desirable
<ul style="list-style-type: none"> • Knowledge and understanding of the Code of Practice for pupils with SEND • Understanding of a broad range of special needs and the most appropriate provision and intervention for each area of need • Experience of identifying and assessing pupils' special needs • Coordinating provision for pupils with SEN, liaising with parents, other providers, outside agencies, educational psychologists, and external agencies • Maintaining school records for all pupils with SEN, developing Individual Education Plans (IEPs) or support plans, monitoring progress and evaluating 	

<p>SEN provision.</p> <ul style="list-style-type: none"> • Managing Education, Health, and Care (EHC) Plans • Championing inclusion within the school • SENDCo Qualification 	Desirable
---	-----------

Part 2: Qualities and Behaviours

Leadership Qualities and Behaviours: Candidate is able to give significant examples of the ways in which they exhibit the following characteristics	Essential or Desirable
<ol style="list-style-type: none"> 1. Understanding of high-quality teaching, and the ability to model this for others and support others to improve 2. Ability to implement effective mechanisms for CPD 3. Ability to effectively plan the implementation of new initiatives 4. Understanding of effective change management strategies 5. Understanding of school finances 6. Effective communication and interpersonal skills 7. Ability to communicate a vision, inspire and motivate others 8. Ability to build effective working relationships 9. Understanding of a strong reading culture and how to establish it 10. Understanding of a 'Mastery' approach to learning in Reading, Writing and Maths 11. A commitment to the values and ethos of a Christian community 	<p>Essential</p>
<p>Has the following personal qualities:</p> <ol style="list-style-type: none"> 1. A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school 2. Ability to work under pressure and prioritise effectively 3. Commitment to maintaining confidentiality at all times 4. Commitment to safeguarding and equality 	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>