

Assistant Head with responsibility for Curriculum Design, Pupil Outcomes and Assessment

JOB DESCRIPTION AND PERSON SPECIFICATION

2022-2023

Job Title:	Assistant Headteacher / Head of Curriculum Design, Pupil Outcomes and Assessment
Salary:	Leadership scale 6-11
Hours:	Full-time
Contract Type:	Permanent
Reporting to:	Executive Principal
Responsible for:	Curriculum and Pupil Outcomes

1.	Main Purpose
	<ul style="list-style-type: none"> Design, develop and ensure effective implementation and monitoring of the school's curriculum. Lead on the reporting of, inputting, analysis and evaluation of school outcomes and performance. Design and develop the assessment systems and processes (inc. pupil qualifications, options and pathways) at the school. Lead the strategy for how restricted funding is used and its impact, including how this is reported on, reviewed and evaluated for impact. Lead on the approach for developing the use of interventions and evaluating their impact. Lead the process for admissions, appeals and submissions (inc. school visits, tours etc). Lead the process for reporting to parents and the development of the annual review process (inc. structured conversations, use of EfL etc). Undertake a weekly teaching commitment of 0.4. To be an active and visible member of the school's senior leadership team and as a result be willing to adapt and develop the role in response to the requirements of the organisation.
2.	Duties and responsibilities
	<p>Qualities and knowledge</p> <ul style="list-style-type: none"> Is an excellent communicator. Leads by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils. Articulates a vision and approach for inclusion that is coherent with the values and vision of the Trust and lead by example in bringing this to fruition. Articulates and advocates for the Trust and the development of the Trust as central to the growth and development of the individual academies. Builds positive relationships with all members of the school community and beyond, showing positive attitudes to them.

	<ul style="list-style-type: none"> • Keeps up-to-date with developments in education with specific reference to curriculum and assessment and have a strong knowledge of education broadly – with particular reference to SEND and developments within this area. • Communicates vision and aims across the school and wider stakeholder groups effectively and compellingly. • Is proactive about training and continuing professional development to meet own needs and in supporting those of others. • Is a self-starter and problem solver – proactive in approach and sees things through to completion.
	<p>Pupils and staff</p> <ul style="list-style-type: none"> • Demands ambitious standards for all pupils within the school instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes. • Ensures excellent curriculum provision across the school, developing collaboration and seeking support and development from the wider infrastructure of the school as is required. • Ensures effective and agreed parental communication and pupil reporting which is rigorously implemented and effectively communicated. • Leads and develops a culture of collaboration and challenge as a basis for sharing best/ leading practice – understanding the key facets of effective collaboration within a self-improving school system. • Ensures an ethos within which staff across the school are motivated and supported to develop and evolve their skills, knowledge and understanding. • Identifies emerging talents, motivates and coaches leaders/ staff across the school to develop further. • Holds staff within the school to account for their professional conduct and practice and challenges them to achieve at a high level.
	<p>Systems and processes</p> <ul style="list-style-type: none"> • Ensures the design of clear, aspirational and well-articulated curriculum is effectively implemented and evolved on an on-going basis. • Ensures that the quality and consistency of curriculum implementation is in place and that assessment systems are effective in both measuring pupil performance and the quality of the curriculum itself. • Ensures that the EHCP review process is developed and improved on an on-going basis including the effective reviewing of targets and how they are engaged within class. • Ensures that priorities in this area of the school are clearly identified, articulated and responded to – working with colleagues to meet them effectively and efficiently. • Ensures that all external accountability measures are met in relation to curriculum and pupil outcomes and that engagement and parental reporting maintains a high profile in the school. • Ensures effective systems and structures are put in place to enable the evaluation, scrutiny and improvement of curriculum, assessment and pupil outcomes, including contributing to whole school self-evaluation and development planning. • Supports the day-to-day operational running of the school as a member of school's senior leadership team including where necessary staffing and staff deployment, adherence to Health and Safety requirements, overseeing the opening and locking up.

	<p>The self-improving school system</p> <ul style="list-style-type: none"> • Along with the senior leadership team creates an outward-facing school which works with other stakeholders, centres and organisations beyond the school for collective improvement. • Develops effective relationships and interchange with fellow professionals both within and beyond the school. • Models responsive, adaptive and innovative approaches to curriculum improvement, and assessment. • Works with the Head of Teaching and Learning Development and the wider standards team to ensure that quality of teaching and learning in the school is consistently high – particularly in relation to the implementation of the curriculum and use of assessment. • Inspires and influences others to believe in the fundamental importance of education in young people's lives and to promote the value of education and inclusion.
	<p>Other areas of responsibility</p> <p>The Head of Curriculum Design, Pupil Outcomes and Assessment will be required to play a significant role in safeguarding and promoting the welfare of children and young people and follow school policies and the staff code of conduct.</p> <p>As a senior leader within Exeter House School and Somerset Road Education Trust you will be expected to take on relevant and delegated responsibilities in agreement with the Head of School/ Executive Principal and be an active advocate for the School, Trust, its values and its development.</p>

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date:

Next review date:

Line manager's signature: **Date:**

Postholder's signature: **Date:**

PERSON SPECIFICATION

CRITERIA	QUALITIES
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status. • Degree. • Evidence of further relevant training and development relevant to the role.
Experience	<ul style="list-style-type: none"> • Successful experience as a teacher and leader in a school with a relevant skill set to meet the needs and demands of this role. • Proven and relevant teaching and leadership experience with the knowledge and skills to improve the curriculum and use of assessment at Exeter House. • Experience of working with a range of pupils with SEND. • Experience of using a range of data/ other information to understand and better meet the needs for students and in using this to improve both individual outcomes and across groups of classes. • Demonstrable experience of successful collaboration with others that has led to improved performance/ student outcomes at a whole school level. • Experience of leading a team where that team has improved and developed as a result. • Experience of working with other people, classes or schools to develop collaboration and understanding. • Experience or understanding of working within a multi-academy trust.
Skills and knowledge	<ul style="list-style-type: none"> • Understanding of the importance of communication to support change and development. • Understanding of curriculum, assessment and teaching and learning improvement strategies and how to implement them. • Data/ information analysis skills, and the ability to use data/ information to set targets and identify areas for development. • Understanding of high-quality curriculum design and how to establish this at whole school level. • Understanding of how assessment can be used to support change and identify areas for improvement. • Understanding of high-quality teaching and knowledge of strategies of how to support and develop this in others. • Understanding of inclusion and how this can be used to develop and enhance schools. • Knowledge and understanding of SEND for learners with complex needs including qualifications, careers and preparation for adulthood work for pupils with SEND. • Effective communication and interpersonal skills. • Ability to communicate a vision and inspire others. • Ability to build effective working relationships.

Personal qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school and Trust. • A can-do attitude and the determination to see things through. • A commitment to inclusion and the development of this within the organisation as a whole by actively working with others. • A commitment to working in collaboration with others to achieve the best possible outcomes. • Ability to work under pressure and prioritise effectively. • Commitment to maintaining confidentiality at all times. • Commitment to safeguarding and equality.
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