

## Hollywood Primary School

### Job Description and Person Specification: Assistant Headteacher - Curriculum Responsibility

#### Main Purpose

The Assistant Headteacher, under the direction of the Headteacher, will take a major role in:

- Being part of an SLT that formulate the aims and objectives of the school, with a particular focus for continuous improvement teaching and learning key to your role;
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end;
- Work alongside the assessment lead to recognise progress highlights, working towards the achievement of the school's aims and objectives;
- If the Headteacher is absent, the Deputy Headteacher will deputise. However, in the absence of both the HT and DHT, this post recognises that the AHT will have the leadership authority for the school relating to urgent matters;
- To play an active role within SLT to drive curriculum improvement, working with subject leads to improve progress for all, SMART working and consistency across the school;
- Recognise the importance of working alongside other leaders with similar roles within the trust and local community;
- Promote our ethos of wellbeing and team work;
- To support/ lead subjects as required with capacity;
- To lead on walkthroughs and pedagogical support to drive our school forward through a whole school research and development approach.

#### Duties and Responsibilities

##### Senior Leadership Team

- Support the development and sustainability of the school's ethos and strategic direction;
- Be knowledgeable of the systems, processes and policies for the school to operate effectively;
- Support staff and parents to understand the concerns and complaints procedures adopted by the school;
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context;
- Make sure these school improvement strategies are effectively implemented;
- Monitor progress towards achieving the school's aims and objectives, particularly when linked directly to an area of school improvement plan;
- Support the allocation of financial resources appropriately, efficiently and effectively;
- Be solution focused and proactive, expecting the same from all staff within our school;
- To line manage staff appropriately, ensuring staff are solution focused and professional and actively, yet professionally addressing concerns under the direction of the Headteacher.

#### Qualities and Knowledge

Under the direction of the Headteacher:

- Support with the day-to-day management of the school;
- Communicate the school's vision compellingly and support strategic leadership;
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils;
- Build positive relationships with all members of the school community, showing positive attitudes to them;
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally- particularly within your phase and subject area/s of responsibility;

- Keep up to date with innovative curriculum changes that embraces inclusivity and engagement;
- Work with political and financial astuteness, translating policy into the school's context;
- Seek training and continuing professional development to meet own needs as well as seeking opportunities to develop opportunities for others;
- To develop subject leaders and phase leaders to create an innovative and robust curriculum across the school;
- To support subject leaders/ class teachers in developing outdoor learning opportunities across a range of subjects as appropriate;
- Coach and support staff within school with a particular focus on supporting those whom you line manage.

## **Pupils and Staff**

Under the direction of the Headteacher:

- Demand ambitious standards for **all** pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes;
- Ensure excellent teaching in the school, including thorough training and development for staff and subject development;
- Work with other leaders, including the assessment lead, to hold a 'wider scope' of vulnerable learners, data trends and proactively take a leading role in directing change to improve pupil outcomes;
- Establish a culture of 'open classrooms' as a basis for sharing best practice;
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge;
- Identify emerging talents, coaching current and aspiring leaders within the school;
- Hold all staff to account for their professional conduct and practice;
- Welcoming and valuing staff, children and parents' ideas to drive standards forward;
- To lead by example as a class teacher modelling expectations with progress, an enriched curriculum, behaviour management and communication;
- Support and monitor ECTs as ECT Induction Tutor, supporting ECTs and Mentors appropriately.

## **Systems and Processes**

Under the direction of the Headteacher:

- To support staff in school to ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose eg: calendar, rotas, timetables, pupil progress/mid-point review meetings etc;
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour;
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice;
- Work with our Curriculum Council (Governance) as appropriate to ensure they understand developments within the school and their role within this;
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources, supporting staff to understand that when resources are needed, costs occur;
- Support distribution of leadership throughout the school to promote and support teaching, learning and professional development opportunities.

## **The Self-improving School System**

Under the direction of the Headteacher:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils- proactively developing links with other schools;
- Develop effective relationships with fellow professionals within the community, particularly other Assistant Headteachers;
- Model entrepreneurial and innovative approaches to school improvement and leadership;
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education;

- To promote a culture of a love of learning where welfare is paramount to children’s achievements;
- To lead your subject/s and teaching by example to model expectations of progress, attainment and an enriched curriculum that promotes cultural capital.

## Other areas of Responsibility

### Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, PREVENT) and our safeguarding and child protection policies;
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary;
- Promote the safeguarding of all pupils in the school;
- Be a Deputy DSL to maintain a wider picture of vulnerable pupils within the school, avoiding administrative tasks where possible [separate job description].

### Health and Safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils’ wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school’s child protection policy;
- Look after children who are upset or have had accidents;
- Ensure that Health and Safety requirements of the school are followed at all times.

### Professional Development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness;
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school;
- Take part in the school’s appraisal procedures.

This job description is not necessarily a comprehensive definition of the post nor a comprehensive list of all tasks that the post holder will carry out. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out.

All school staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

## Person Specification

CRITERIA	ESSENTIAL QUALITIES	DESIRABLE QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>● Qualified teacher status</li> <li>● Degree</li> <li>● Professional development in preparation for a leadership role</li> </ul>	<ul style="list-style-type: none"> <li>● NPQ and whole school development arising from this</li> </ul>

<b>Experience</b>	<ul style="list-style-type: none"> <li>● Leadership and management experience in a school</li> <li>● Teaching experience in more than one Key Stage</li> <li>● Line-management experience</li> <li>● Demonstrable experience of successful line management and staff development</li> <li>● Proven impact of driving whole school improvement in a whole school area eg: subject</li> </ul>	<ul style="list-style-type: none"> <li>● Teaching/ leadership experience from ages 4-11</li> <li>● Involvement in school self-evaluation and development planning</li> <li>● Experience of leading whole school curriculum development</li> <li>● Strong pedagogical and subject knowledge in a core subject area</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>● Understanding of high-quality teaching, and the ability to model this for others and support others to improve</li> <li>● Effective communication and interpersonal skills</li> <li>● Ability to communicate a vision and inspire others</li> <li>● Ability to build effective working relationships</li> </ul>	<ul style="list-style-type: none"> <li>● A secure knowledge of how to successfully enhance data through assessment tracking</li> <li>● Deputy DSL experience</li> <li>● Experience in mentoring ECTs or as an ECT induction tutor</li> <li>● Understanding of curriculum expectations in a range of subjects</li> <li>● Experience of leading impact within a core subject</li> <li>● Understanding of school finances</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>● A commitment to ensuring the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>● Ability to work under pressure and prioritise effectively</li> <li>● Commitment to maintaining confidentiality at all times</li> <li>● Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position</li> </ul>	<ul style="list-style-type: none"> <li>● A keen interest in raising retention and recruitment opportunities through wellbeing development</li> </ul>