

JOB DESCRIPTION

Post Title:	Assistant Headteacher																					
Salary/Grade:	L11 - L15 (1.0 FTE)																					
Reporting to:	Deputy Headteacher																					
Liaising with:	Governors, Senior Leadership Team, Teaching staff, relevant support staff, LA representatives, external agencies and parents.																					
Purpose:	<ul style="list-style-type: none"> • To realise the aims of the School Vision by developing and sustaining a friendly, safe, orderly and cohesive atmosphere characterised by excellent relationships in a participative community with shared high aspirations and expectations within and beyond lessons. • Working through the curriculum and pastoral teams to ensure every student is seen, valued and known personally in our community. • As a member of the SLT, the AHT will share in the responsibilities and duties of the senior leadership of the school. • To take responsibility for specific aspects of self evaluation and School Improvement Priorities and actions 																					
Key Focus Areas	The exact details will reflect the skills and expertise of the successful candidate and the wider leadership team																					
<p>Senior Leadership Team - September 2024</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Headteacher</td> <td style="width: 10%; text-align: center;">-</td> <td style="width: 50%;">Bill Marshall</td> </tr> <tr> <td>Deputy Headteacher</td> <td style="text-align: center;">-</td> <td>Gareth Armstrong</td> </tr> <tr> <td>Deputy Headteacher</td> <td style="text-align: center;">-</td> <td>Kirstie Oliver</td> </tr> <tr> <td>Business Manager</td> <td style="text-align: center;">-</td> <td>Theresa Grainger</td> </tr> <tr> <td>Assistant Headteacher</td> <td style="text-align: center;">-</td> <td>Tamsin Gittins</td> </tr> <tr> <td>Assistant Headteacher</td> <td style="text-align: center;">-</td> <td>New Post - TBC</td> </tr> <tr> <td>Director of Operations</td> <td style="text-align: center;">-</td> <td>Jaysan Bunoomally</td> </tr> </table>		Headteacher	-	Bill Marshall	Deputy Headteacher	-	Gareth Armstrong	Deputy Headteacher	-	Kirstie Oliver	Business Manager	-	Theresa Grainger	Assistant Headteacher	-	Tamsin Gittins	Assistant Headteacher	-	New Post - TBC	Director of Operations	-	Jaysan Bunoomally
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<p>Assistant Headteachers are expected to demonstrate and incorporate into their work a knowledge and understanding of:</p>																						
<ul style="list-style-type: none"> • What constitutes quality in educational provision, the characteristics of effective schools, and strategies for raising students' achievement • How to promote students' spiritual, moral, social and cultural development and good behaviour through effective management and leadership. • How to seek and use national, local and school data, Ofsted evidence and research findings in professional and school development. • Governance at national, local and school levels. 																						

As an Assistant Headteacher under the direction of the Headteacher you will be expected to incorporate the following within your specific remit and to assist the Headteacher in the delivery of the following on a whole school basis:

<p>Planning and Setting Expectations</p>	<ul style="list-style-type: none"> • Lead and manage the creation and implementation of a strategic plan, underpinned by sound resource planning and which identifies priorities and targets for ensuring that students achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement. • Plan for effective monitoring, evaluating and reviewing of the plan to secure progress and school improvement. • Think creatively and imaginatively to anticipate and solve problems and identify opportunities.
<p>Teaching and Managing Student Learning</p>	<ul style="list-style-type: none"> • Create and maintain a climate and code of conduct which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline throughout the school • Determine, organise and implement the curriculum and its assessment; monitor and evaluate them in order to identify and act on areas for improvement. • Monitor and evaluate the quality of teaching and standards of learning and achievement of students, including those with special educational or linguistic needs, in order to set and meet challenging, realistic targets for improvement. • Create and promote positive strategies to promote equality in all respects and eliminate discrimination and harassment in line with the school Equality Scheme. • Ensure that improvements in literacy, numeracy and information and communications technology are priority targets for all students, including Pupil Premium and those with Special Educational Needs. • Ensure that students develop study skills in order to learn more effectively and with increasing independence.
<p>Assessment and Evaluation</p>	<ul style="list-style-type: none"> • Monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action as necessary. • Use comparative data, together with information about students' prior attainment, to establish benchmarks and set targets for improvement.
<p>Relations with Parents and Community</p>	<ul style="list-style-type: none"> • Account for the efficiency and effectiveness of the school to the governors and others including students, parents, staff, local employers and the local community. • Develop effective relationships with the community, including business and industry, to extend the curriculum and to enhance teaching and learning. • Create and maintain an effective partnership with parents and the wider community to support and improve students' achievement and personal development. • Maintain liaison with other schools, further education and other agencies related to student welfare and achievement. • Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the LA, the local community, Ofsted and others, to enable them to play their part effectively. • Ensure that parents and students are well-informed about the curriculum, attainment and progress, and about the contribution that they can make towards achieving the school's targets for improvement.

Managing own Performance and Development	<ul style="list-style-type: none"> • Participate in arrangements for Performance Management and take responsibility for own professional development. • Prioritise and manage own time effectively. • Work under pressure and to deadlines. • Sustain their own motivation and that of other staff.
Student Achievement	<ul style="list-style-type: none"> • Make explicit to students, parents, teachers and wider community the school's high expectations that all students can succeed. • Ensure that resourcing and staffing are dedicated to ensuring the highest standards of achievement for all students. • Ensure that effective mentoring systems and tutorial support systems are in place to support student achievement.
Managing and Developing Staff	<ul style="list-style-type: none"> • Implement and sustain effective appraisal systems for the management of staff performance. • Motivate and enable all staff to carry out their respective roles to the highest standards, through high quality continuing professional development based on assessment of needs. • Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and students. • Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities. • Lead professional development of staff through example. • Support and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate, for example, higher education, LA, Teaching Schools and subject associations. • Understand the expectations of other staff, and ensure that trainee and Early Career Teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status, the Career Entry Profile and standards for induction. • Ensure that professional duties and conditions of employment as set out in the School Teachers' Pay and Conditions document, including those for the Headteacher, are fulfilled.
Managing Resources	<ul style="list-style-type: none"> • Work with governors and senior colleagues to recruit staff of the highest quality. • Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided. • Set appropriate priorities for expenditure, allocate funds and ensure effective administrative control. • Manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations. • Manage, monitor and review the range, quality, quantity of resources and use all available resources in order to improve students' achievements, ensure efficiency and secure value for money.

PERSON SPECIFICATION – Assistant Headteacher

	Essential (E)	Desirable (D)	How identified
<p>1. Qualifications You will have:</p>	<p>Qualified Teacher Status</p> <p>Honours degree in a relevant discipline</p> <p>Demonstrated high order preparation for a Senior Management position through relevant professional development/Inset</p>	<p>Good Honours degree in a relevant discipline</p> <p>Willingness to undertake or currently be undertaking 'NPQ...' training</p>	<p>Application Form & Qualification Certificates</p>
<p>2. Background and Experience You will have:</p>	<p>Proven ability to significantly impact upon achievement rates of pupils across the age and ability spectrum</p> <p>Acknowledgement as a consistently high quality classroom practitioner</p> <p>Substantial recent and successful teaching experience in a secondary school throughout the 11-16 ability range</p> <p>Proven successful experience of leading and motivating teams</p> <p>Proven successful experience in the development of systems and processes to improve outcomes for students</p>	<p>Experience of teaching in more than one secondary school</p> <p>Experience of effectively using IT and new technologies to improve student outcomes</p> <p>A record of sustained progress in raising standards in teaching and learning, with improved outcomes for young people</p> <p>Significant and substantial experience of leading and managing a pastoral or academic team</p> <p>The experience of leading a whole school initiative</p> <p>Experience of training and developing staff.</p> <p>Recent experience of organising/leading high quality whole school Inset</p> <p>Experience of working closely with the wider community – outside agencies – other schools</p> <p>Demonstrated commitment to a school through involvement with extra-curricular activities.</p> <p>Experience of leading strategies to raise the aspirations of students</p> <p>Demonstrated contribution to a school's wider community</p>	<p>Application Form & References</p>

	Essential (E)	Desirable (D)	How identified
<p>3. Professional knowledge and understanding You will have knowledge and understanding of:</p>	<p>Recent legislation, development and initiatives in secondary education and their impact on whole school policy</p> <p>Learning, behaviour and attendance systems to ensure student progress and wellbeing</p> <p>The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching for <u>ALL</u> students</p> <p>Strategies to raise student aspirations</p>	<p>Current curriculum and performance table developments and their implications.</p> <p>Strategies to support the well being of staff</p> <p>A range of social media and marketing tools to promote the school</p>	<p>Application Form and Interview Process</p>
<p>4. Skills You will:</p>	<p>Be a confident and inspiring public speaker</p> <p>Have the ability to lead, inspire, motivate and manage diverse groups of people</p> <p>Have the ability to empower and develop staff and students through support and challenge and resolving conflicts</p> <p>Possess strong leadership & management skills</p> <p>Articulate your vision and secure commitment</p> <p>Be able to initiate, lead and manage change to a successful conclusion</p> <p>Possess exceptional communication skills and communicate effectively through various media formats, with all stakeholders</p> <p>Be a confident user of IT - able to apply your skills both in the classroom and for educational management</p> <p>Devolve responsibility & delegate appropriately</p> <p>Think creatively and imaginatively to anticipate and solve problems and identify opportunities</p> <p>Set appropriate and challenging targets</p> <p>Have good analytical skills, and the ability to interpret and act on a wide range of key data</p>	<p>Possess clear vision and an ability to develop aspects of school strategy</p> <p>Possess excellent ICT skills and be confident in the use of new technologies to support teaching and learning</p> <p>Be a highly competent user of IT to support administration and educational management</p> <p>Have the ability to recognize and respond appropriately to difficulties, as well as celebrate achievements and raise the profile of the school</p> <p>Chair meetings effectively</p> <p>Possess proven budgetary management skills</p>	<p>Application Form, Interview Process and References</p>

	Essential (E)	Desirable (D)	How identified
5. Personal Qualities You are:	Committed to safeguarding and promoting the welfare of children, young people and/or vulnerable adults Motivated by working with young people in order to improve their life chances An individual with energy, vigour, a substantial presence around school displaying drive and determination In possession of a sense of humour and warmth Professional and committed to upholding standards. A person of high integrity. Values driven, positive and constructive; open to advice and constructive criticism and setting an appropriate example Punctual and able to work to deadlines. A team player, supportive of colleagues Willing to accept the demands and challenges of a senior leadership post and respond in a flexible manner Analytical, creative, decisive and able to prioritise Resilient - persistent in the face of challenge		Application Form, Interview Process and References
6. Attitude: You believe in:	The development of the whole child and an inclusive approach towards the education of all children The development and welfare of every member of staff Equal opportunities, comprehensive education and social justice Restorative Justice and a positive approach to Behaviour Management Challenging underperformance A work/life balance A school community approach to pupil achievement	Putting learning at the heart of strategic planning, monitoring and evaluation	Interview Process and References
7. Personal Presentation	Good standard of dress and presentation		Interview & References

