

Silsden Primary School - Job Description

Job Title/Post: Assistant Headteacher

Salary: Leadership Scale L6 – 10

Responsible to: The Headteacher



Job Purpose:

- To provide strategic leadership for Inclusion and implement strategies to secure strong outcomes for those pupils with SEND, are classed as disadvantaged or considered vulnerable.
- Coordinate the provision and support for pupil's emotional wellbeing.
- Act as a lead learner within school and promote excellence of teaching and learning through leading significant continued professional development within school and modelling practice.
- To support the school in securing effective education for all pupils and the continuous improvement of teaching and learning in the school.
- To make strategic evaluations of teaching, learning, and personnel issues as a supportive and well-motivated team member.
- You are required to carry out the duties of a school teacher as set out in paragraphs 64 to 67 (inclusive) of the School Teachers' Pay and Conditions Document 2005 (hereafter called the Document) Part 2: Post -Assistant Headteacher Primary Group 2. Part 3: You are required to carry out such professional duties which form part of paragraph 60 of the Document which the Headteacher may reasonably ask you to undertake.
- In addition you are required to undertake the following responsibilities, which may or may not be included above.

Teaching and Learning:

1. Monitor and evaluate pupil achievement and attainment throughout the school.
2. Lead by example as a teacher and as a manager, achieving high standards of pupil attainment, behaviour and motivation through effective teaching.
3. Support subject leaders in the development and implementation of curricular initiatives.
4. To monitor the quality of teaching and learning, in line with the school policy. This may include lesson observations, monitoring of short and medium-term planning and scrutiny of pupils work.
5. To review long term planning to ensure coverage, progression and a range of learning experiences throughout the school.
6. To monitor the standards of behaviour and achievement within their year group and across their designated key stage.

7. Set appropriate expectations for staff and pupils in relation to standards of pupil's achievements and the quality of teaching, establishing clear targets for improving and sustaining pupil's achievement supporting the process of teaching and learning in accordance with agreed policies and guidelines.
8. Supporting staff to meet personal and professional targets.
9. Ensure staff share the aims of the school in promoting a high quality of learning in the classroom.

Recording and Assessment:

1. Update the Head Teacher, other senior managers on the effectiveness of provision for pupils throughout the school to include an annual development plan.
2. Have input into the target setting process for raising achievement for pupils and feedback to the Head Teacher.
3. Monitor progress and ensure appropriate action plans are in place where issues are identified.
4. Ensure planning is effectively carried out and ensure individual needs are being met.

Leadership:

1. Support the Headteacher in providing a clear direction for the development of the school.
2. Contribute to establishing the core values of the leadership team and their practical expression.
3. Contribute to management decisions on all aspects of policy, development and organisation by playing a significant role in the preparation, implementation and monitoring of the school's development plan.
4. Support the Headteacher and staff in the review, implementation, development and monitoring of whole school policies which promote the school's values, aims and objectives.
5. Assume responsibility for the management of the school in the absence of the Head Teacher and the Deputy Head Teacher.
6. Attend SLT meetings as required, and report back to staff when necessary.
7. Establish good relationships, encourage good working practices, support and lead teachers.
8. Plan, organise and chair meetings as appropriate.
9. Lead, support, motivate and direct support staff working within a given key stage.

Standards and Quality Assurance

Support the aims and ethos of the school.

1. Liaise with the Trustees, when appropriate, to facilitate their overview of school management;
2. Attend and participate in open/parent evenings.
3. Uphold the school's behaviour code/relationship policy and uniform regulations.
4. Participate in staff training.
5. Participate in Continuing Professional Development
6. Attend team and staff meetings.
7. Develop links with Trust schools, LEAs and neighbouring schools

People and relationships:

1. Sustain effective, positive relationships with all staff, pupils, parents and governors and the local community.
2. Support Curriculum Co-ordinators within the context of school policies, in relation to working practices and relationships to be fostered with pupils, including those relating to behaviour, discipline and attitude.
3. Encouraging moral and spiritual growth and civic and social responsibility amongst pupils.
4. Manage and develop effective working relationships with Headteacher and senior managers in the school.

Human and material resources and their development and deployment:

1. Lead the professional development of all staff through example, coaching peer support and target setting.
2. Contribute to the audit of staffs' development and training needs and the provision of effective INSET.
3. Ensure support and training during the induction of new staff and for trainee teachers.
4. Support the establishment of priorities for expenditure across the whole school and within departments.
5. Maintain effective and efficient management and organisation of the accommodation and resources of the school.
6. Ensure the maintenance of a structured environment for effective teaching and learning, for good behaviour and discipline and for pupils' spiritual, moral, social and cultural development.

Personal Specifications

(E=Essential D=Desirable)

Education and Training

1. Qualified Teacher Status	E
2. First Degree or Equivalent	E
3. Evidence of further professional development Including the National SENCO Award or NPQ for SENCO	D

Relevant experience

6. A minimum of 5 years experience of Primary teaching across at least two Key Stages.	E
7. Excellent Primary classroom teacher with a proven commitment to improving the quality of children's learning	E
8. Knowledge and experience of School Development Planning and Curriculum Planning	D
9. Evidence of successful whole school leadership.	E
10. Evidence of liaising collaboratively with colleagues	E
11. Experience and knowledge of implementing a consistent behaviour policy.	E
12. Experience of monitoring teaching and learning in a Primary School	E
13. Understanding the importance of using data to raise standards	E
14. Experience in two or more schools	D
15. Experience in organising and leading assemblies	D
16. Evidence of participating in and developing extra-curricular activities	D
17. Experience of leading Performance Management	D

Skills and Aptitudes

18. A moral commitment to and passion for inclusive practice for all pupils within the Primary setting	E
19. Ability to motivate, challenge and lead a team with sensitivity and energy	E
20. Ability to communicate effectively, both written and oral, with a wide range of people	E
21. Skill at managing change	E

22. A commitment to promoting high expectations of pupil outcomes at all times	E
25. Sense of humour, stamina and resilience	E
27. Ability to foster excellent relationships with pupils	E
29. To be committed to the safeguarding of all pupils	E
30. Experience of effective working with governors	D
31. Experience and understanding of ICT as a management tool	D
32. Ability to foster links with local community and with other schools, locally, nationally and internationally	D
33. Ability to motivate commitment among all staff groups and to lead staff meetings	D