



<b>JOB TITLE:</b>	<b>Assistant Headteacher</b>
<b>ACCOUNTABLE TO:</b>	<b>Senior Leadership Team</b>
<b>REPORTING TO:</b>	<b>Deputy Headteacher; Pastoral</b>
<b>RESPONSIBLE FOR:</b>	<b>Inclusion &amp; SEND provision</b>
<b>TLR SCALE:</b>	<b>L14-18</b>
<b>START DATE:</b>	<b>1<sup>st</sup> September 2022</b>

### **Main purpose**

The assistant headteacher will support the headteacher and deputy headteacher in:

- Ensuring the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Communicating the school's vision compellingly and supporting the headteacher's strategic leadership
- The day-to-day management of the school
- 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

**They may also be required to undertake any of the duties delegated from the headteacher.**

### **Qualities**

The assistant headteacher will:

- Have a strong commitment to Catholic education and the formation of young people
- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community

## Duties and responsibilities

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

<b>School culture and behaviour</b>	<ul style="list-style-type: none"> <li>➤ Create a culture where pupils experience a positive and enriching school life</li> <li>➤ Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life</li> <li>➤ Ensure a culture of staff professionalism</li> <li>➤ Encourage high standards of behaviour from pupils, built on the La Sainte Union rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school</li> <li>➤ Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy</li> </ul>
<b>Teaching, curriculum and assessment</b>	<ul style="list-style-type: none"> <li>➤ Establish and sustain high-quality teaching across subjects and phases, based on evidence</li> <li>➤ Ensure the teaching of a broad, structured and coherent curriculum</li> <li>➤ Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities</li> <li>➤ Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum</li> </ul>
<b>Additional and special educational needs and disabilities</b>  <b>Designated teacher for looked after children</b>	<ul style="list-style-type: none"> <li>➤ Work closely with the Exams Officer to ensure that Access Arrangements are in place and support the auditing for JCQ inspection</li> <li>➤ Contribute to the School Development Plan and whole-school policy, in terms of SEND and Learning Support</li> <li>➤ Assisting the Headteacher in the appointment and deployment of Learning Support staff</li> <li>➤ Identify training needs for staff and how to meet these needs</li> <li>➤ Lead INSET for staff</li> <li>➤ Share procedural information, such as the school's SEND Policy</li> <li>➤ Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for students with SEND or a disability</li> <li>➤ Lead and manage Teaching Assistants working with students with SEND</li> <li>➤ Line managing the Learning Support staff and ensuring that they are deployed to maximise their impact on improving learning and teaching and student outcomes</li> <li>➤ Promote a culture and practices that enables all pupils to access the curriculum</li> <li>➤ Have ambitious expectations for all pupils with SEN and disabilities</li> <li>➤ Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate</li> <li>➤ Make sure the school fulfils statutory duties regarding the <a href="#">SEND Code of Practice</a>.</li> </ul>

<b>Strategic development of Inclusion, LAC and SEND provision</b>	<ul style="list-style-type: none"> <li>➤ Have a strategic overview of provision for students inclusion across the school, monitoring and reviewing the quality of provision</li> <li>➤ Advise the senior leadership team on the strategic development of SEND policy and provision</li> <li>➤ Contribute to school self-evaluation, particularly with respect to provision for students with SEND, inclusion and Looked after children</li> <li>➤ Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the School Development Plan</li> <li>➤ Maintain an up-to-date knowledge of national and local initiatives and research which may affect the school's policy and practice</li> <li>➤ Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective</li> </ul>
<b>Organisational management and school improvement</b>	<ul style="list-style-type: none"> <li>➤ Promote the Catholic life of the school and prepare for Diocesan inspections.</li> <li>➤ Establish and oversee systems, processes and policies so the school can operate effectively</li> <li>➤ Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care</li> <li>➤ Ensure rigorous approaches to identifying, managing and mitigating risk</li> <li>➤ Ensure effective use of budgets and resources</li> <li>➤ Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context</li> <li>➤ Make sure these school improvement strategies are effectively implemented</li> </ul>
<b>Governance, accountability and working in partnership</b>	<ul style="list-style-type: none"> <li>➤ Work with the governing board as appropriate</li> <li>➤ Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties</li> <li>➤ Work successfully with other schools and organisations</li> <li>➤ Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils</li> </ul>
<b>Staff management and professional development</b>	<ul style="list-style-type: none"> <li>➤ Performance manage middle leaders, including carrying out appraisals and holding staff to account to their performance</li> <li>➤ Manage staff well with due attention to workload</li> <li>➤ Ensure staff have access to appropriate, high-standard professional development opportunities</li> <li>➤ Keep up to date with developments in education</li> <li>➤ Seek training and continuing professional development to meet their own needs</li> </ul>

## Person Specification

The person specification shows the abilities and skills necessary to carry out the duties in the job description. You should indicate clearly how you meet these requirements with examples of impact when completing the application form and supporting statement.

Essential	Desirable
<b>QUALIFICATIONS AND EXPERIENCE</b>	
<ul style="list-style-type: none"> <li>▪ Qualified Teacher Status or Qualified Teacher Learning and Skills Status (QTS or QTLS).</li> <li>▪ Experience of successfully teaching pupils with a wide range of learning difficulties in both mainstream and special settings.</li> <li>▪ Professional development in preparation for a leadership role</li> <li>▪ Leadership and management experience in a school</li> <li>▪ Involvement in school self-evaluation and development planning</li> <li>▪ Line management experience</li> <li>▪ Demonstrable experience of successful line management and staff development</li> </ul>	<p>5 years' qualified teacher status.</p> <p>Evidence of a completed significant further relevant study in an aspect of education or special educational needs.</p> <p>The national award for Special educational needs coordination (or has started this)</p> <p>Experience working with looked after children.</p> <p>Experience working with external agencies to support young people and families</p>
<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>• Understanding of school finances</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>	<p>Knowledge of DfE statutory guidance for Additional needs and SEND</p>
<b>PERSONAL QUALITIES</b>	
<ul style="list-style-type: none"> <li>• A commitment to getting 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>	<p>A good sense of humour</p>

### Notes:

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

**Headteacher's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Postholder's signature:** \_\_\_\_\_

**The school is committed to recruitment for inclusion and diversity. The school is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an enhanced DBS check.**