



TEACHING STAFF

JOB DESCRIPTION

ROLE TITLE	Assistant Headteacher
LOCATION	Laureate Community Academy
GRADE / SCALE POINT – SALARY	Leadership Range 1-5
REPORTING TO	Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- a) Modelling the core values of the school and wider Trust at all times;
- b) Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- c) Continuously raising pupils' aspirations and self-esteem;
- d) Contributing to the wider range of opportunities offered by and for the school community;
- e) Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- f) Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

In addition, the School Teachers' Pay and Conditions Document 2019 states that, 'the relevant body may award a TLR payment to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. The teacher's duties include a significant responsibility that is not required of all classroom teachers and:

- a) Is focused on teaching and learning;
- b) Requires the exercise of a teacher's professional skills and judgement;
- c) Requires the teacher to lead, manage and develop a subject or curriculum area, or to lead and manage pupil development across the curriculum;
- d) Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;
- e) Involves leading, developing and enhancing the teaching practice of other staff.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

To deliver and sustain education excellence in teaching and learning throughout the school and more widely as part of the school's Senior Leadership Team, through a range of strategies.

KEY TASKS & RESPONSIBILITIES

As Class Teacher:

- a) Teach at the direction of the Headteacher, implementing agreed planning, assessment and target setting;
- b) Teach the National Curriculum subjects and RE as well as working with others to provide curriculum enrichment for pupils;
- c) Provide an outstanding professional model within the classroom;
- d) Provide an inclusive and personalised curriculum which meets the needs of the children, including those with Special Educational Needs and/or Disabilities and the most able;
- e) Carry out assessment, recording, monitoring and record keeping according to school policies, maintaining appropriate records which monitor the progress of the pupils and providing regular feedback to pupils in line with the Feedback & Marking Policy;
- f) Complete any relevant class termly and half termly assessment records, using school systems;
- g) Provide information for parents, including (but not limited to) annual reports and the completion of the relevant sections of pupils' planners;
- h) Manage and monitor the work of other adults in the classroom;
- i) Liaise closely with the Raising Standards Lead regarding the achievement of pupils towards end of Key Stage national assessments;
- j) Liaise closely with the SENDCo regarding the learning needs of specific pupils;
- k) Liaise closely with the Designated Safeguarding Lead regarding pupils' welfare needs.

As Key Stage Two Leader:

1) Teaching and Learning

- a) Regularly model and share highly effective classroom practice with colleagues in Key Stage Two (e.g. through coaching, demonstration lessons, team teaching and lesson studies) in order to increase the proportion of outstanding teaching in Key Stage Two;
- b) Support the Headteacher and Raising Standards Lead in developing, implementing, assessing, monitoring and evaluating the curriculum in Key Stage Two (including its progression from Key Stage One);
- c) Plan, organise and chair regular team meetings where highly effective practice will be discussed, developed and applied consistently throughout Key Stage Two, linked to agreed School Improvement foci.

2) Attainment and Progress

- a) Support the Headteacher in the monitoring of standards of attainment and progress across Key Stage Two (including the analysis of assessment information, lesson observations, drop ins, book scrutinies and pupil conferences);
- b) Take responsibility for assessment in Key Stage Two, ensuring that statutory, trust and school requirements are fulfilled;
- c) Collate assessment information, in conjunction with the Headteacher, and monitor the school's performance in relation to trust and national results and the school's own targets;
- d) Hold termly pupil progress meetings with Key Stage Two teachers in order to identify pupils at risk of underachievement, the barriers preventing them from making good or better progress, and strategies to help them to overcome these barriers and/or make accelerated progress;
- e) Liaise with other staff (including teachers, teaching assistants, Raising Standards Lead and SENDCo) to agree the effective deployment of staff in order to implement the above strategies and to support the above pupils.

As Assistant Headteacher:

1) School Improvement

- a) Assume the roles and responsibilities of a member of the Senior Leadership Team, contributing to strategic and operational decision making (including weekly meetings);
- b) Support and secure the commitment of stakeholders (including teachers, support staff, parents and pupils) to the vision, ethos and policies of the school;
- c) Contribute to the development and implementation of the School Improvement Plan, especially as it relates to the agreed responsibilities, and take responsibility for appropriately delegated aspects of it;
- d) Support relevant staff in achieving the priorities and targets of the School Improvement Plan, and monitor the progress of delegated aspects of it;
- e) Support the evaluation of the effectiveness of the school's policies and developments and analyse their impact on school improvement.

2) Leadership and Management

- a) Carry out the appraisal of an agreed number of staff, including the setting, monitoring and reviewing of performance targets;
- b) Have agreed whole school areas of responsibility, including (but not limited to) an aspect of the School Improvement Plan and the leadership of one or more curriculum subjects;
- c) Support with the day to day running of the school (including weekly duties before school, at lunchtime and/or after school) and to assume specific, agreed aspects of the roles of the Headteacher and/or Deputy Headteacher, including (but not limited to) deputising for them in their absence;
- d) Ensure that the Senior Leadership Team is informed about any issues and developments, including (but not limited to) within Key Stage Two;
- e) Be a role model in the promotion of the school ethos, based on positive relationships and mutual respect;
- f) Fulfil the role of Alternate Safeguarding Lead, supporting the Designated Safeguarding Lead and working with the Headteacher to cover for the DSL in their absence.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

- a) Take active responsibility for personal continuous professional development;
- b) Take ownership of individual performance management, keeping a continuing professional development portfolio;
- c) Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
- d) Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;

- e) Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION
ASSISTANT HEADTEACHER

	Essential	Desirable
Education and Training	<p>Recognised QTS</p> <p>Evidence of commitment to own professional development</p>	<p>Management training</p> <p>Registered on NPQH</p>
Relevant experience	<p>Knowledge and experience of teaching relevant Key Stages</p> <p>Excellent classroom teacher with a proven commitment to improving the quality of children's learning</p> <p>Knowledge and experience of School Development Planning and Curriculum Planning</p> <p>Evidence of successful leadership of Maths, English or Science</p> <p>Evidence of liaising collaboratively with colleagues</p> <p>Experience and knowledge of managing challenging behaviour</p> <p>Experience of monitoring teaching and learning</p> <p>Understanding the importance of using data to raise standards</p> <p>Evidence of successfully mentoring or providing general pastoral support to colleagues.</p>	<p>Experience in one or more schools</p> <p>Experience of having responsibility for a class in relevant key stages</p> <p>Experience in organising and leading assemblies</p> <p>Evidence of participating in and developing extra-curricular activities</p> <p>Experience of Performance Management</p>
Skills and Aptitudes	<p>Commitment to the safeguarding and promoting the welfare of children and young people</p> <p>Ability to motivate and lead a team with sensitivity and energy</p> <p>Ability to communicate effectively, both written and oral, with a wide range of people</p> <p>Skill at managing change</p> <p>Proven success in working with children across a range of age and ability.</p> <p>Ability and willingness to use tact and sensitivity as second nature.</p> <p>Stamina and a positive approach to work.</p>	<p>Experience of effective working with governors</p> <p>Experience and understanding of ICT as a management tool</p> <p>Ability to foster links with local community and with other schools, locally, nationally and internationally.</p> <p>Ability to motivate commitment among all staff groups and to lead staff meetings</p> <p>Sympathetic to the ethos of the school</p>