**ASSISTANT HEADTEACHER**

**JOB DESCRIPTION & PERSON SPECIFICATION**

***The role outlined below is to support the Academy’s vision: “Ready for the Future” in all facets, academic, social, moral and spiritual. The post holder will support the academy to increase capacity, build partnerships and create an outstanding climate for teaching and learning.***

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| **­­­­­­­­­­­­­­­Title**  **Grade of Post** | **Assistant Headteacher**  **Leadership Spine L1 – L5** |
| **Status of Post** | The Assistant Headteacher is an employee of the Governing Body. The Assistant Headteacher will work within all relevant national frameworks, legislation, policies and guidelines. These include complying with Health and Safety, Equalities and Safeguarding policies. This is a senior post within the academy’s staffing structure, which carries with it membership of the Senior Leadership Team. This post holder is accountable to the Headteacher. |
| **Job Purpose** | To develop, increase and enhance the leadership capacity of the academy by undertaking activities related to day-to-day academy management whilst working alongside the Headteacher to maintain the vision, ethos and policies of the academy in order to secure, and then maintain, outstanding teaching, effective learning, high standards of achievement and behaviour. Ensuring that all safeguarding requirements are fully met.  This is intended to be a post with a non-teaching percentage and a high focus upon enabling and enhancing the work of the academy with all stakeholders and partners. |
| **The Role**  **(Job description)** | **Ethos & Approach**   * To assist in leading the academy in clearly articulating its values and mission. * Be committed to the Christian ethos of the academy and willing to lead collective worship, following the traditions of the Church of England. * Lead by example to motivate and work with others. * In partnership with the Headteacher, lead by example when implementing and managing change initiatives. * As part of the Senior Leadership Team, maintain a high profile as an example of best and leading practice bringing out the potential for leadership in others, stimulating colleagues by a positive, active and supportive attitude.   **Managing the Academy – Self-Evaluation/Monitoring/Academy Improvement Planning/Academy**   * Lead a Key Stage, supporting staff and children, monitoring, evaluating and developing teaching and learning. * To lead a core subject across the academy, from Reception to Y6, monitoring, evaluating and developing the subject to ensure high quality teaching and learning and to secure the best possible outcomes for children. * Undertake frequent monitoring of all aspects of academy performance. * Lead, together with Headteacher, the self-evaluation and Academy Development Plan (ADP). * Manage other leaders work upon the Academy Development Plan and lead aspects of this directly. * During non-teaching time, be a first point of contact for families/carers, other agencies and staff (as required) - managing concerns and maintaining strong communication with other leaders. * To provide the face of the academy, alongside the Headteacher, at all times – being a potential first point of contact and attending all academy events with stakeholders and partners. * To review, contribute to, and update academy policies beyond teaching and learning. * To maintain, and alongside the Headteacher, develop new academy partnerships that will foster school improvement linked to development plan priorities. * Engage positively with external academy reviews – taking a lead where required and working pro-actively to implement areas for improvement. * To share the performance of the academy with the board of governors and beyond – as required. * To take a lead role in the extension of the academy’s work with informal and formal partners. (Diocesan Partners/LA/School Improvement Partner Schools) * Contribute to the reporting of the performance of the academy to parents, carers, governors and other key partners as necessary. * Present an accurate and coherent account of the academy’s performance upon delegated whole school areas to stakeholders. * Enhance positive, working relationships with pupils, staff, parents and governors and be prepared to give feedback about their views and needs to Headteacher. * To work with the Headteacher and SLT on the day-to-day running of the academy and on the efficient management of academy resources. * Prepare for, attend and contribute to all leadership meetings within and beyond teaching hours – leading aspects as required. * To ensure that staff deadlines are met in relation to planning, assessment and reports. * Be able to undertake support and intervention for teams across school as required. * To monitor the academy environment in order to maintain strong balance between support for learning and celebration of achievement. * Be committed to enhancing the work of the academy with the local church and wider community – attending all related events. * Support leaders, across the academy, in the organisation of whole school events. * Undertake other reasonable duties related to the day to day running, administration and organisation as requested by the Headteacher.   **Teaching**   * To have at least a class teaching responsibility, with significant non-class based leadership work under a regular timetable. (The class teaching time will be dependent upon the number of days employed). * To lead by example, delivering high quality lessons that promote progress for all children over a sustained period of time. * To coach, mentor and/or team teach with identified colleagues upon areas of personal development.   **Curriculum Leadership**   * To lead a core subject area across the academy from EYFS to year 6 – engaging with relevant CPD. * To monitor the wider academy curriculum alongside the Headteacher.   **Continuing Professional Development & Staffing**   * Be committed to CPD linked to whole school leadership and associated qualifications which enable development beyond current role. * Demonstrate clear ambition to lead a school/academy. * Commit to training associated with school inspection processes – enabling them to become effective ‘inspectors of own school’. * To undertake wider management of teams within school as required. * To line manage identified support staff groups e.g. HLTA/ESA/LSA and review the performance of several members of staff, as part of the Performance Management procedures. * Deal decisively and effectively with any poor performance of staff and/or teams. * Be proactive in participation in INSET and meetings and externally-provided CPD opportunities. * Participate in own performance management, following statutory and academy policies. * Work with the governing body including governors with individual responsibilities for curriculum, standards and safeguarding. * To be able to review and reflect on own practice, identifying areas of strength and development.   **Safeguarding**   * Understand and follow all school safeguarding policies and procedures – leading upon delegated aspects and working with DSL and supporting team. * Being a proactive member of the safeguard team, providing support and supervision to children and staff. * Engaging with external agencies who are fundamental to effective safeguarding operations within the academy. * Dealing with safeguarding issues in the absence of Headteacher. * Assist the Headteacher in keeping up-to-date with national safeguarding requirements – disseminating information across school as required. |

**PERSON SPECIFICATION**

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|  | **ESSENTIAL** | **DESIRABLE** | **EVIDENCED** |
| **Qualifications and Training** | * Have qualified teacher status. * Have a degree in a relevant subject area. * An enhanced DBS and barred list check. | * Five years’ full-time teaching experience. * Evidence of further personal study or professional development. * A relevant leadership qualification. | * Application |
| **Experience** | * At least three years of classroom leadership and management experience. * Leading a subject, including monitoring of teaching and learning and contributing to developing subject delivery to enhance teaching, learning and pupil outcomes. * Leading or managing other staff members in a school environment. * Managing, monitoring and evaluating the quality of teaching and learning. * Contributing to whole-school self-evaluation. * Assisting in developing school policies. * Effectively supporting pupil wellbeing and behaviour. * Appropriate and effective target setting. * Working with pupils of all abilities, including those who are more able and those with SEND and medical conditions. * Utilising a range of assessment procedures. | * Leading a core subject throughout school. * Working with outside agencies, e.g. other schools. * Successfully allocating and managing a budget. * Organising and/or delivering staff training. * Assisting in the performance management process. * Using data analysis of assessment data to raise standards of achievement. | * Application * Application * Interview * Interview * Application |
| **Knowledge and Skills** | * Demonstrate leadership qualities by leading, motivating and working effectively with other members of staff. * Raise standards of achievement. * Create a stimulating, challenging and purposeful learning environment. * Contribute towards strategies that aim to support the development of the school. * Communicate effectively using a range of different methods. * Teach using a wide range of strategies that meet differing learning styles and the needs of all pupils. * Effectively deploy and utilise resources.   The successful candidate will have up-to-date knowledge, or an understanding, of:   * Current developments in the education sector and primary education. * Managing, planning, assessment and record- keeping, and how these can affect pupil outcomes. * School policies and procedures in general. | * Be able to analyse and interpret assessment data, and suggest and implement changes based on this data. * Display strategic management skills * Be able to maximise the potential of all staff. | * Application * Application and interview * Application |
| **Personal Qualities** | * An excellent attendance and punctuality record. * The ability to develop and maintain positive relationships with colleagues and other members of the school community. * The ability to manage and resolve conflict. * Excellent time management skills and organisation. * High expectations of self and professional standards. * The ability to work independently and as part of a team. * High levels of drive, energy, and integrity. * A commitment to promoting equality of opportunity. * A flexible attitude. * An ability to model good practice and engage in self-reflection. * An ability to think strategically and manage problems.   The successful candidate will be:   * Dedicated to promoting their professional development and that of others. * Committed to contributing to the wider school and its community. * Professionally assertive and clear-thinking. * Flexible, reliable, enthusiastic and patient. * Inspiring and influential. |  | * Application * Application |
| **Demonstrate a commitment to:** | * Building and maintaining effective and positive relationships with parents, carers, the wider community, other schools and academies, associated professionals and trustees * Equalities and the Equality Act 2010 * Promoting the school and academy/trust vision and ethos * High ethical standards * Relating positively to and showing respect for all members of the academy and wider community * Ongoing relevant professional self-development * Safeguarding and child protection |  | * Application * Application / Interview |