**Job Description – Assistant Headteacher**

**Bethlem and the Maudsley Hospital School**

## PURPOSE OF THE POST

To promote and support the vision and direction of the School and being responsible for supporting the internal organisation, management and control of the school, in particular the Maudsley site, as delegated by the Head of School, and deputy, providing leadership and direction to enable it to build success and ensure high quality inclusive education for all its pupils.

Responsible for managing the Maudsley school departments on a day-to-day basis, as required, and be an additional point of contact for all stakeholders and external agencies in matters relating to the Maudsley site of the school.

To deliver the highest possible educational standards at the Maudsley site and to create an atmosphere and structure in which pupils feel valued and staff have high expectations of them. Through working together, the children, staff and governors have created school values which capture our expectations for children and adults.

Reporting to the Head of school and Deputy. Carry out the professional duties as set out in the School Teachers’ Pay and Conditions Document and with reference to the National Standards for Headteachers.

## CONSULTATION

In carrying out their duties an Assistant Headteacher shall consult, where this is appropriate, with the Deputy Head and Head of School, governing body, the staff of the school, the parents of its pupils, the pupils themselves and other local agencies.

## PROFESSIONAL DUTIES

The professional duties of an Assistant Headteacher shall include:

* School aims: Promoting and embedding the vision and principles of the school and ensuring the effective implementation of the agreed vision, principles and polices
* Management and development of the school: The learning, teaching, progress and outcomes for the pupils of the school’s Maudsley site, through effective day to day management of the school and providing educational vision and direction to secure the strong and passionate commitment of staff, parents/carers and pupils.
* Ethics and professional conduct: Demonstrating consistently high standards of principled and professional conduct, upholding public trust and maintaining high standards of ethics and behaviour at all times.

## ETHICS and CONDUCT

* + - Build relationships rooted in mutual respect, observing proper boundaries appropriate to their professional position;
    - Show tolerance and respect the rights of others, recognising differences and respecting cultural diversity within contemporary Britain;
    - Ensure personal beliefs are not expressed in ways which exploit their position, pupils’ vulnerability or might lead pupils to break the law

## CULTURE AND ETHOS

**School Culture**

* Contribute, promote and sustain the school’s ethos and strategic direction in partnership with those responsible for governance and through consultation with key stakeholders;
* Create a culture where pupils experience a positive and enriching school experience;
* Uphold ambitious educational standards, which prepare pupils from all backgrounds for their next phase of education and life;
* Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment;
* Encourage the development of a culture that offers equality of opportunity to all pupils and staff
* Ensure a culture of high staff professionalism.

**Behaviour**

* Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils;
* Secure a climate for the exemplary behaviour of pupils and courteous conduct in accordance with the school’s behaviour policy;
* Ensure that adults within the school model and teach good behaviour.

**Professional Development**

* Lead, motivate, challenge and develop staff at all levels, in order to secure and sustain continuous improvement and staff well-being, committed to personal continuing professional development;
* Work to, and report on, targets for achievement of the school and personal targets as agreed by the Head of School, the Deputy Head and the Governing Body;
* Coach and mentor staff to develop and grow and support people through change and self-directed learning and development;
* Ensure that the requirements for teacher appraisal are implemented and that staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs;
* Hold staff to account for their professional conduct and practice;
* Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers’ professional development;
* Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning;
* Take responsibility for their own professional development as an Assistant Head of School.

## CURRICULUM and TEACHING

**Teaching**

* Establish and sustain high-quality, expert teaching across the Maudsley site, in particular, built on an evidence-informed understanding of effective teaching and how pupils learn;
* Provide a broad, balanced and relevant curriculum in accordance with the demands of the National Curriculum;
* Establish rigorous, fair and transparent systems and measures for managing the performance of staff, addressing any under-performance, supporting staff to improve and valuing excellent practice;
* Ensure that the needs and aspirations of each student is addressed through personalised learning and mentoring;
* Ensure that assessment data is used to set challenging targets as agreed with the Head of School and Deputy Head;
* Challenge practice to ensure a stimulating learning environment.

**Curriculum and Assessment**

* Determine, organise and implement a broad and coherent curriculum for the school, which sets out the knowledge, skills and values that will be taught, having regard to the needs, experiences, interests, aptitudes and stage of development of the pupils and the resources available to the school;
* Ensure that the progress of pupils of the school is monitored and recorded and that an effective system is developed for informing parents about their child’s progress;
* Ensure continuing effective systems of planning, assessment, recording and reporting, using data and benchmarks to monitor attainment and progress, in every child’s learning;
* Ensure valid, reliable and proportionate approaches are used when assessing pupils’ knowledge and understanding of the curriculum.

**Additional and Special Educational Needs and Disabilities**

* Promote equality and inclusion in all aspects of school life;
* Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities;
* Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively;
* Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate;
* Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

## ORGANISATIONAL EFFECTIVENESS

**Organisational Management**

Working with the Head of School and Deputy Head to:

* Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care, and that staff, pupils, parents and others feel able to raise concerns and that these are addressed sensitively and effectively;
* Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity;
* Deliver effective operational management for the delivery of education within the school’s budget and in accordance with financial and organisational structures;
* Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds and to advise the Governing Body on spending priorities consistent with the procedures;
* Take part in the selection and appointment of the teaching and non-teaching staff of the school with support of Head of School as required.
* Ensure staff are deployed and managed well to ensure that the targets detailed in the School Development Plan, instil a strong sense of accountability, for the impact of their work on pupils’ outcomes, with due attention paid to workload;
* Promote and ensure sustainability across the school in the procurement and use of appropriate resources;
* Establish and monitor appropriate procedures to ensure that quality data are reported and used in decision making processes and to demonstrate through behaviour and actions a firm commitment to data security and confidentiality as appropriate;
* Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently;
* Ensure rigorous approaches to identify, manage and mitigate risk.

**Continuous school improvement**

* Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement;
* Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school’s context;
* Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

**Working in Partnership**

* Develop and establish effective relationships with parents/carers and promote their involvement in their children’s learning and school activities;
* Forge constructive relationships beyond the school, working in partnership with hospitals, parents, carers and the local authority;
* Commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support;
* Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

## GOVERNANCE and ACCOUNTABILITY

Working closely with Head of School,

* Understand and welcome the role of effective governance, upholding the obligation to give account and accept responsibility;
* Establish and sustain professional working relationship with those responsible for governance;
* Provide the Governing Body with sufficient advice and information to enable it to fulfil its legal responsibilities in the exercise of their functions;
* Report to the governing body on the professional development of the staff at the school’s Maudsley site.
* Ensure that staff know and understand their professional responsibilities and are held to account;
* Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties;
* Produce, implement, monitor and review the policies adopted by the Governing Body;
* Ensure that a range of legal obligations associated with the proper running of the school’s Maudsley site, including health and safety matters, are addressed.

## EQUALITY and DIVERSITY

* Ensure our commitment is put into practice we have an equality policy which includes responsibility for all employees to eliminate unfair and unlawful discrimination, advance equality of opportunity for all and foster good relations.

## CONFIDENTIALITY

* All employees are required to undertake that they will not divulge to anyone personal and/or confidential information to which they may have access during the course of their work;
* All employees must be aware that they have explicit responsibility for the confidentiality and security of information received and imparted in the course of work and using school information assets.
* Adhere to the school’s GDPR Policy.

## SAFEGUARDING CHILDREN

* Safeguard and promote the welfare of children and young persons they are responsible for or comes into contact with, adhering to the school’s Safeguarding Policy.

## HEALTH AND SAFETY

* Ensure the health and safety of all children, staff, parents/carers and visitors.

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| **Person Specification** | |
| **Job Title** | **Assistant Headteacher** |
| **Bethlem and the Maudsley Hospital School** | |
| **Qualifications and Training** | |
| * Qualified to degree level or equivalent * Qualified Teacher Status (QTS) * Commitment to professional development in leadership and management | |
| **Experience** | |
| * Experience of having led, or made a significant contribution to, the success of a school through its leadership or to pupil outcomes and ethos * Experience of leading or training staff to be successful practitioners * Experience of supporting staff to optimise attainment and progress of pupils * Experience of teaching in, or leading, more than one phase of education * Extensive experience of working with children with significant barriers to learning * Successful training or management experience of staff * Experience of working in a multi-cultural setting * Experience of working with vulnerable families and/or extended services | |
| **Skills, Knowledge and Aptitudes** | |
| **Culture and Ethos**   * Resilience and motivation to lead the school through day-to-day challenges while maintaining a clear strategic vision and direction and lead by example * Ability to formulate aims, policies and plans and monitor, evaluate and review the impact of these. * Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion * Evidence of introducing effective strategies for improvement * Knowledge of current educational developments * Ability to develop, motivate, coach, empower and inspire others * Ability to plan strategically for school improvement * Ability to create and promote a positive environment which celebrates success and promotes high standards of behaviour * Ability to plan, allocate, delegate, support and evaluate work undertaken by groups, teams or individuals * Ability to build relationships and trust by consulting and negotiating effectively with different stakeholders involved with the school, including pupils * Experience of working with challenging behaviour * Appropriate use of authority and ability to maintain discipline.   **Curriculum and Teaching**   * Understanding of the principles of effective teaching and learning and the ability to promote a culture or learning throughout the school * Understanding of the principles of how to engage children through a love for learning a rich and diverse child centred curriculum * Successful experience of reviewing and developing the curriculum to meet the needs of pupils * Understanding of the role and impact of assessment in children’s learning * Outstanding learning secured for pupils through outstanding teaching * Effective, rigorous and sensitive relationships with pupils that secure positive emotional health and excellent behaviour and attitudes * Innovative and relevant curriculum offer to challenge and inspire pupils * Successful experience of monitoring, evaluating and improving the quality of teaching and learning * Successful experience of promoting the personal, social, moral, cultural and spiritual development of pupils * Successful experience of raising standards to improve pupil progress * Successful experience of leading a curriculum that reflects the importance of inclusion and positive benefits of living in a culturally and ethnically diverse society * Ability to collect, analyse and use data on pupils’ progress and performance to raise standards and set appropriate targets, using appropriate systems including ICT * Ability to set and achieve challenging targets for the school, teachers and pupils * Exemplary classroom practice * Comprehensive understanding of effective assessment for learning strategies   **Organisational Effectiveness**   * Ability to form and maintain appropriate professional relationships with children and young people. * Ability to set, interpret, monitor and manage a budget * Ability to manage, monitor and review the use of all available resources, ensuring best value. * Experience of recruiting, selecting or deploying staff * Strong organisational skills and the ability to delegate to others and hold them to account for outcomes * Have a deep commitment to the safeguarding and wellbeing of all pupils, understanding the importance of sustaining a safe, secure and healthy school environment * Ability to collaborate with, and accept support from, others within and beyond the school relationship with parents and the wider community * Successful experience of creating and maintaining effective partnerships with parents, hospital and other agencies, to enhance pupils learning * Ability to develop and maintain effective relationships with stakeholders that enhance the achievement, personal development and well-being of pupils and their families * Ability to influence and persuade a range of audiences to ensure the school operates within the regulatory frameworks.   **Governance and Accountability**   * Successful experience of working in partnership with Governing Bodies   **Other Skills and Abilities**   * Courage to have difficult conversations * Ability to manage time well and work under pressure to deadlines * Effective ICT skills * Effective interpersonal, communication and presentation skills; both written and oral. | |
| **Personal Qualities** | |
| * Empathetic leader, mentor and coach * Inspires people and confidence * Emotionally intelligent and calm * Approachable and visible * Self-motivated * Resilient and innovative * Commitment to academic and personal excellence * Value the emotional development and well-being of pupils and staff * Passionate, creative and energetic | |