

Assistant Headteacher

School Mission: Children and young people at the heart of all we do.

School Ethos: Work Hard, Be Kind, Have Fun, Stay Safe.

Reporting to: Headteacher / Deputy Headteacher

Pay Range: L9-L14

Job Description

Principal Accountabilities: -

The Assistant Headteacher will support the Headteacher and Deputy Headteacher to:

- Expect ambitious outcomes for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Lead and support the day-to-day operation and management of the school.
- Secure high-quality teaching by understanding how pupils learn through the curriculum intention and implementation to ensure rich learning opportunities and experiences for all pupils, including pupil wellbeing through successful classroom practice.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice across the school, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in all areas of the school where a climate of excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.
- Ensure that the school's systems, organisation and processes are followed in order to provide and secure the best outcomes for children and young people.
- Provide a safe, calm and well-ordered environment for all pupils and staff to secure positive relationships, behaviour, wellbeing and safeguard all pupils in school and in the community.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Deputise for the Deputy Head and/or Headteacher when required.
- Carry out any other duties effectively and efficiently when directed to do so by the Deputy Head, Headteacher or Governing Body.
- Identify, contribute and lead on research projects which not only benefit Oakley pupils but could benefit the wider SEND community.

- Work collaboratively with a range of professionals to improve outcomes and the provision for children and young people.

It is expected that each Assistant Headteacher role will undertake a significant leadership role in the following areas which are identified as:

Assistant Headteacher

- Strategic Lead for a Phase
- Lead for Achievement, Curriculum and Teaching
- Designated Safeguarding Lead
- Whole School Responsibility for Pupil Progress (data, moderation, reporting)
- Wider Curriculum (Residentials, off site trips, Risk Assessment)
- Review, collaborate and maintain the Whole school timetable
- Futures & Destinations (Careers)

Specific Accountabilities: -

- Designated Safeguarding Lead (DSL) and Educational Visits Co-ordinator (EVC)
- Line Management of members of the Extended Leadership Team.
- As an active and effective member of the Teaching Team plan and deliver a teaching commitment (up to 20%).
- Working collaboratively with the other Assistant Heads, ensure the efficient running of school sites on a daily basis with the deployment of teaching and learning support staff; identifying and solving issues and problems in a manner that is consistent with the stated aims, visions and policies of the school and in the best interests of pupil progress, safety and wellbeing.
- Continuously monitor and improve the quality of education and the Creative Curriculum, with particular responsibility for areas to be decided after interview as well as:
 - The collection, analysis and dissemination of data.
 - Reporting to ELT, LT and Governors on whole school pupil progress
 - Leading Learning Pathways
 - Supporting Pupil Progress meetings
 - Carrying out an annual curriculum and accreditation review matched to the needs of the children and young people; ensuring that the curriculum is broad, balanced, cohesive and purposeful.
 - Monitor and review the Learning Pathways structure ensuring equality of opportunity, accessibility and curriculum progression.

As an active and effective member of the Teaching Team:-

- Engage all pupils and encourage them to make good or better progress, become as skilled, knowledgeable, independent young people to be successful learners, confident individuals and responsible, contributing citizens.
- Use knowledge of the pupils' needs, advice and guidance from all partners, and the progress in the curriculum to establish and communicate clear, relevant and challenging learning objectives and positive learning experiences across the school.
- Consistently and effectively plan and deliver lessons and sequences of lessons to meet all pupils' individual learning needs, ensuring progression and continuity in their learning. Build all pupils'

enthusiasm for learning, optimism, self-esteem, self-confidence, independence and a problem-solving approach with active participation in their learning and self-assessment.

- Implement the school's Total Communication Approach and Universal Offer to effectively plan and deliver high quality learning for all pupils as well as targeted and specific support as required.
- Develop and manage positive and collaborative relationships with all stakeholders (pupils, staff, families, Governors and the wider community).
- Develop pupils' participation, social skills, responsibility, concern for others, independence, literacy, numeracy and ICT skills throughout the curriculum and enable them to make safe and healthy choices at home/school and online.
- Use and develop opportunities for learning outside the classroom.
- Creatively manage the full range of resources available including adults and the environment in preparation for the next stage of learning and development.
- Promote positive behaviour, setting consistent, clear expectations for maintaining appropriate behaviour, managing any challenging or difficult behaviour from pupils, minimising any negative impact on the learning of others, and/or on the pupils themselves.
- Regularly monitor, evaluate, record and report the progress of pupils in relation to their prior attainment, using agreed school systems and to use this to provide constructive on-going feedback to pupils to guide their learning and develop their individual capacity to know, understand, value and build on their own strengths and skills.
- Set targets for further learning through pupil assessments and modification of planning.
- Participate in, and engage with, a range of school based and external staff training and development days and professional development activities, including performance management feedback, and sharing best practice and outcomes with colleagues and to continuously improve own teaching performance.
- Implement all school procedures & policies consistently, and contribute to their evaluation and further development, supporting the school in achieving its aims, vision and priorities as set out in the School Development Plan.

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. Appointment to posts exempt from the ROA will be subject to the successful candidate obtaining an enhanced disclosure from the Disclosure and Barring Service (DBS) to KCCs satisfaction. Oakley School is committed to the fair treatment of its staff, potential staff or users of its services regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background. Where applicants have declared a criminal record, the relevance and circumstances of the offences will be considered in relation to the post applied for. Having a criminal record will not necessarily bar that person from working with us.

Oakley School is committed to safeguarding children and young people, a commitment we expect all staff to share and uphold.

Person Specification

Qualifications & Experience		
• Qualified Teacher Status with QTS • National Professional Qualification, Post Graduate qualification or equivalent or willingness to work towards one • Experienced Teacher teaching pupils and/or leading in a Special Educational Needs setting • Experience of leading initiatives /projects or areas of school development • Leadership and management experience of SEND and inclusion • Evidence of recent relevant professional development • Evidence of successful SEND curriculum development • Evidence of leading, motivating and developing staff working with children and young people aged 3 to 19 with SEND • Evidence of raising standards that have impacted positively on pupil attainment and teaching and learning • Track record of leading and bringing about effective School improvement in a coaching culture • Evidence of effective working with a wide variety of stakeholders • Evidence of the effective use of assessment and analysis in raising standards • Experience of effective monitoring and accurate evaluation of teaching and learning • DSL & Safer Recruitment trained, or the willingness to carry out training • Experience of recruitment • The ability to deal effectively with difficult conversations and conflict at every level		• Essential • Desirable • Essential • Essential • Essential • Essential • Essential • Essential • Essential • Essential • Essential • Essential • Desirable • Essential • Essential
As a member of the Leadership Team, you will be required to consistently demonstrate the following leadership behaviours to achieve the following successes:		
Leadership behaviours:	Success:	
• Commitment • Collaboration • Personal Drive • Resilience • Awareness • Integrity • Respect	• Successful Strategic vision and improvement • Teaching and curriculum excellence • Leading with impact • Working in partnership/collaboration • Manage resources and risks • Increasing capability through staff development • Creatively respond and adapt to the school and wider context	

Knowledge
• Excellent knowledge, expertise and skills of working with children and young people with SEND. • Knowledge of a range of learning difficulties: profound, severe and complex needs. • Approaches to improve pupils' outcomes in learning and engagement. • Robust and current knowledge of curriculum development and accreditation for our cohort. • The use and application of IT for learning. • The current Ofsted criteria and all relevant published professional standards.
Skills & Abilities
• A professional who can demonstrate a strong commitment to inclusive principles, support our ethos of providing a safe and positive environment for all our pupils, enabling them to reach their full potential and develop their skills for life and independence. • Outstanding interpersonal and communication skills and the ability to adapt to different situations, demonstrating diplomacy, tact and empathy. • Strong leadership experience with the confidence and ability to hold others to account. • The ability to build and develop excellent working relationships with across the school community. • Personal drive, resilience and be able to demonstrate enthusiasm and a positive attitude. • The ability to evaluate the performance of teams. • Pro-actively lead and manage effective change where change is needed. • Deputise for the Headteacher or Deputy Headteacher when required. • Lead enthusiastically and be adaptable and flexible, whilst remaining calm under pressure. • Ability to inspire, motivate and encourage pupils, staff and parents/carers. • Ability and willingness to travel between sites, to external meetings, training courses, conferences etc.
Personal Qualities & Abilities
• Demonstrate optimistic behaviour, positive relationships & attitudes towards all stakeholders and the local community. • Lead by example – with integrity, creativity, resilience, clarity, drive and enthusiasm. • Sustain wide, current knowledge and understanding of education and school systems locally and nationally, and pursue continuous professional development. • Communicate compellingly the school's vision and help drive the strategic leadership, empowering all pupils and staff to excel. • Encourage an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools. • Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society. • Suitable to work with vulnerable children and young people.