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| Freemantles Assistant Headteacher (School Based) Job description |
| Freemantles Community is two Special Schools for children aged 4-19 with complex social communication needs and autism. The children sometimes display a range of complex behaviours associated with autism and anxiety. These can include rigid behaviour patterns; the inability to play imaginatively or to empathise with others; delayed or deviant language development; or irrational fears.The rationale of the school is to promote the individual emotional wellbeing, communication, social understanding, independence and functional academic achievement of the children and young people, so that they can become active participants in society. |
| *Post Details* |
| Assistant Headteacher Grade: Leadership Scale L12-L16Hours: Full time Salary: £56,506 to £62,333 |
| Essential requirements |
| Qualified teacher Status Enhanced DBS Leadership Experience  |
| Job Purpose: |
| * Be a member of the Senior Leadership and Management Team of the School and the joint leadership team for the community. To work in partnership with the other Assistant Headteachers and the rest of the SLMT
* Assist the Head of school and Executive Headteacher in leading and managing the school
* Undertake such duties as are delegated by the Head of school and Executive Headteacher
* Be responsible for the school in the absence of the Head of school.
* To take overall responsibility for either pupils wellbeing (Including DSL and Safeguarding) or Curriculum, Teaching, Learning and assessment.
* Play a major role, under the overall direction of the Head of school in formulating and reviewing the Community and School Development Plans and the aims and objectives of the school by:
	+ Reviewing, updating and Establishing the policies through which they shall be achieved
	+ Leading and managing staff and resources to that end
	+ Monitoring progress towards their achievement

***Key Tasks***:The specific nature and balance of responsibilities will vary according to the needs of the schools and may be shared. **The internal organisation, management and control of the school:**To contribute to:* Role modelling, Maintaining and developing the ethos, values and overall purposes of the school
* Formulating the aims and objectives of the school and policies for their implementation
* To contribute to planning improvements which will translate school aims and policies into actions
* Implementing the Local Authorities and Governing Body’s policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs
* The efficient organisation, management and supervision of school routines, particularly in relation to the school for which they are responsible.

**Curriculum Development****These apply to both AHT in the school but for 1 they will have specific responsibility for:*** To contribute to:
	+ The development, organisation and implementation of the school’s curriculum.
	+ School policies on curriculum, teaching and learning, assessment, recording and reporting.
	+ Ensure implementation of any assessment / accreditation relevant for the school
	+ Ensuring that the teaching and learning provided by different teaching teams form a co-ordinated, coherent curriculum entitlement for individuals
	+ The quality of teaching and learning and supporting the development of teachers to improve teaching and specifically to support where teaching needs to improve
	+ Ensuring that information on pupil progress is used to improve teaching and learning, to inform and motivate pupils, to inform parents, and to support Governors to understand the curriculum.
	+ Ensuring that the individual pupil’s continuity of learning and effective progression of achievement are provided

**Pupil Wellbeing** To Contribute to:* + The development, organisation and implementation of the school’s policy for the personal and social development of pupils including pastoral care and guidance
	+ To undertake the role of DSL (following a handover period), and to lead the Freemantles safeguarding team.
	+ The effective induction of pupils
	+ To assist the SLMT in the determination of appropriate pupil groupings
	+ To promote among pupils and staff the vital importance of wellbeing and the effective use of positive behaviour support
	+ The development of a culture of independent learning
	+ To support in effective behavioural support for pupils who are experiencing difficulties in managing in school.

**The management of staff*** To be responsible for the performance management of identified teachers.
* To record outcomes from weekly meetings with teachers to support them in all aspects of their role and in their appraisal targets
* To participate in the recruitment and development of teaching and non-teaching staff of the school.
* To contribute to good management practice by ensuring positive staff participation, effective communication and procedures.
* To participate in arrangements for the appraisal of the performance of teachers.
* To provide professional advice and support and the identification of training needs.
* To contribute to, and coordinate, the CPD of staff.

**Relationships*** To be responsible for fostering positive relationships across the school community.
* To advise and assist the Governing Body as required in the exercising of its functions including attending meetings and writing reports when necessary.
* To help in maintaining and developing effective communications and links with parents and to provide positive responses to concerns and problems regarding their children’s educations and wellbeing.
* To assist liaison with other schools / colleges in order to promote the continuity of learning, progression and curriculum developments.
* To develop and maintain positive links and relationships with the community, local organisations and employers.
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