

# Job Description:

## Assistant Headteacher (Progress and Outcomes)



### Post Details

**School/setting:** Poole High School  
**Post type:** Teaching Staff  
**Grade/Pay Level:** Leadership L15 – L19  
**Responsible to:** Deputy Headteacher

### Main Purpose

- To strategically lead on raising standards of student attainment and progress across the school
- To provide strategic oversight of the development of a world-class education through the implementation of exceptional assessment practices and effective interventions.
- To be responsible for ensuring students' progress and attainment across all subject areas is significantly above the national average, and that all key groups (PP, SEND, EAL, LAC) achieve at least in line with their peers.
- To take strategic responsibility for the outcomes of disadvantaged students, acting as the organisational champion for these students and taking a relentless approach to improving their life chances.
- To be the leader responsible for examinations. This includes all forms of internal (mocks) and external assessments.
- To lead and inspire excellence throughout the school.

### Duties and Responsibilities

#### Standards

- To work closely with other senior leaders to ensure a calm and orderly environment across the school during both lesson and social times.
- To work as part of the wider leadership team to ensure the smooth operational running of Poole High School.
- To work as part of the senior leadership team to ensure that health and safety policies and practices, including risk assessments, are implemented.
- To work as part of the senior leadership team to plan and deliver high-quality training and CPD for staff.

#### Progress & Outcomes (Raising Standards)

- To ensure that improved outcomes are directly linked to classroom practice as well as effective out-of-class interventions.
- To lead on cohort-level intervention, ensuring that this is personalised, challenging and meaningful in all key stages with an annual review of its effectiveness and impact.
- To work with the Progress Leaders to deliver excellent outcomes for Year 11 and 13 that sit on a trajectory to be "well above average" in national performance tables.
- To lead the analysis and subsequent effective response to key areas for development arising from prior cohort performance data, such as internal assessments and mock examinations at key monitoring points.

#### Curriculum & Teaching and Learning

- To regularly use and analyse data to improve student performance, in particular, by identifying individual students or groups of students who are underperforming and implementing effective strategies to overcome this underperformance.
- To deploy teachers and support staff effectively to further raise standards in line-managed subjects and beyond.
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.

#### Assessment & Examinations

- To lead on the arrangements for the preparation and delivery of 'mock' and 'terminal' examinations.

- To line manage the Examinations Officer and the wider examinations team.
- To lead curriculum leaders and the wider staff body in ensuring a secure understanding of the school’s approach to summative assessment at KS3, and how this can be used to evaluate student progress.
- To lead the assessment and reporting processes, including the development of the annual assessment calendar, the development and effective implementation of the assessment policy and the timely and accurate collation and distribution of annual student reports.
- Through the line management of the Assessment Leader, have ultimate responsibility for ensuring the smooth functioning of parent evenings.
- To ensure effective liaison with other schools, education providers, and awarding bodies, as required.

**Disadvantage**

- To be responsible for the effective use of the Pupil Premium budget and the development of a robust action plan that reports on the effective use of the grant.
- To ensure disadvantaged students benefit from exceptional educational experiences.
- To provide effective and timely reporting on the progress of disadvantaged students as appropriate.
- To produce the annual Pupil Premium Report, ensuring compliance with statutory expectations.

**Staffing**

- To line manage, lead, and motivate the Directors of Core subjects (English, Mathematics, and Science), to ensure the curriculum is robust and that planned assessment and intervention lead to “well above average” outcomes for students.
- To foster a sense of team belonging within each staff member, and derive an overall positive and aligned culture that is in sync with the wider school ethos.
- To promote teamwork and to motivate staff to ensure effective, inclusive, and collaborative working relations.

**Leadership**

- To contribute significantly to the development, implementation, monitoring and evaluation of the SIP and SLEP, taking responsibility for key areas within these.
- To take responsibility for their own professional development, CPD and wider reading as expected of an Assistant Headteacher, in addition to maintaining a sharp focus and awareness of the wider current educational thinking and policy.
- To work closely with the Deputy Headteacher and other curriculum leaders to ensure a joined-up approach to supporting the schools’ effective academic provision.

**Safeguarding Duties and Responsibilities**

Promoting and safeguarding the welfare of children and young people in accordance with the school’s Safeguarding and Child Protection policies.

**Other Duties**

All Twynham Learning staff may periodically be expected to carry out tasks and duties within their area of competence that are not listed herein, as directed, to meet the needs of the trust. The particular duties and responsibilities may vary from time to time.

**Twynham Learning Attributes for all Staff**

Ambition for excellence  
Professionalism  
Humility  
Championing change

Inclusiveness  
Positivity  
Community-mindedness  
Being collaborative

## Qualifications, Knowledge, Skills and Attributes Required

### Essential:

- Qualified teacher status and statutory induction completion.
- An outstanding classroom practitioner across all key stages.
- A high-energy and passionate individual with a clear moral purpose, who is driven by a desire to improve the life chances of young people.
- Able to evidence outstanding teaching and learning in current role
- A reflective practitioner with a history of expertise in classroom pedagogy and the ability to improve outcomes for students
- Demonstrates high levels of professionalism at all times and is a role model for others
- Is able to communicate effectively and positively with all stakeholders at all levels
- Is committed to the wider aspects of school life, including extra-curricular activities
- An ability to inspire and relate well to the whole community.
- An emotionally intelligent colleague who can adapt to a range of situations and communicate with various stakeholders, including students, parents and other colleagues and professionals.
- A team player who is comfortable in both providing and responding to professional challenge.
- A commitment to and evidence of professional development of both yourself and others
- A commitment to engaging with evidence and research to inform practice
- Outgoing and enthusiastic with a positive “can-do” attitude and a solution-focused approach.

### Desirable:

- A good sense of humour

## Notes

This job description may be amended at any time in consultation with the postholder. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

## Glossary

Explanations of any abbreviations or jargon contained in this job description can be found in our [Twynham Learning Glossary](#).