



## JOB DESCRIPTION – Assistant Headteacher: Quality of Education (Curriculum and Assessment)

**Responsible to:** Headteacher and Governing Body

**Line Manager:** Deputy Headteacher

**Purpose:** In addition to those professional responsibilities which are common to all classroom teachers in the school, the post holder's key responsibilities will be:

- To support the Deputy Headteacher for Curriculum and Assessment in ensuring the School's curriculum is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life
- To support subject leaders in designing their curriculum, ensuring it is ambitious for all pupils and aligned with the school's Curriculum Intent
- To assist the Deputy Headteacher for Curriculum and Assessment in developing and implementing the School's assessment regime to support improved knowledge and progress and excellent outcomes in external examinations

**Key Relationships:** The Assistant Headteacher will work with the Senior Leadership Team (SLT), the Local Governing Body, the Staff, and wider stakeholders to develop and implement the direction and strategy for the School

**Working Time:** 195 days per year

**Salary/Grade:** L10 -L14 £58,959 - £65,010

**Disclosure Level:** Enhanced

### Job Purpose: generic to all SLT

- To support the Headteacher in transforming leadership at all levels of the School
- To work with all SLT in promoting the School's vision and aims, developing and implementing policy, and monitoring and evaluating progress
- To work with SLT to build leadership capacity within the middle leadership team and provide opportunities for them to flourish
- To be a role model to all staff and students demonstrating positive leadership behaviours, confidentiality and discretion
- To be a line manager who is approachable and develops others by supporting and challenging them to be the best they can be, including through regular formal meetings (at



least once per fortnight) and sharing the minutes of those meetings with the Middle Leader and Deputy Head/Headteacher (ideally within 48 hours)

- To take the initiative and be accountable for your decisions and your areas of responsibility, including those you line manage
- To develop strategy through monitoring and evaluating the relevance and effectiveness of School processes and their impact on improving achievement and attainment of all groups of students
- To lead on aspects of School self-evaluation and preparation for inspection
- To lead on aspects of School development planning

## Responsibilities

(This list is not comprehensive and gives an indication of the responsibilities entailed)

- To support the Deputy Headteacher for Curriculum and Assessment in ensuring the School's curriculum is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life
- To support subject leaders in designing their curriculum, ensuring it is ambitious for all pupils and aligned with the school's Curriculum Intent. All subject curriculums should:
  - Be carefully ordered and sequenced so that end points are clear, and pupils develop the required knowledge and skills to be able to reach those end points.
  - Have rigour, so that pupils learn the knowledge that they need to answer subject-specific questions and to gain disciplinary knowledge of how the subject works
  - Help students to develop characteristics which will equip them for success in that subject, across school and beyond
  - Give them the opportunity to benefit from a wide range of high-quality subject related experiences
- To assist the Deputy Headteacher for Curriculum and Assessment in developing and implementing the School's assessment regime to support improved knowledge and progress and excellent outcomes in external examinations
- To support subject leaders in preparing for quality assurance processes
- To ensure that remote education, if needed, enables all pupils to access lessons and monitor pupils' engagement, communicating with parents and colleagues effectively if there are concerns
- Ensure all pupils, particularly disadvantaged pupils and those with SEND acquire the knowledge and cultural capital they need to succeed in life and make progress:
  - they know more, remember more and are able to do more
  - they are learning what is intended in the curriculum to produce work of high quality
  - they achieve well in national tests and examinations
  - where relevant, they are being prepared for their next stage of education, training or employment and are going on to appropriate, high-quality destinations
  - they are able to read to an age-appropriate level and fluency
- To lead other aspects of the Quality of Education brief, as designated by the Headteacher/ Deputy Head - e.g. reading, literacy, homework



- To support in writing development plans for your areas of responsibility which demonstrate how you plan to bring about change and improvement over time, moving towards an agreed vision with clear success criteria and outcomes
- To take a lead in the operational aspects of School life alongside other members of SLT (e.g. duties, meeting parents....)
- To report to the Deputy Headteacher on progress and outcomes in relation to your job description
- To line manage one or more Subject Leaders and support staff linked to your areas of responsibilities
- To liaise with other stakeholders in the community and Local Authority
- To undertake any other relevant tasks as may occasionally be required

### Other Specific Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To support the school in meeting its legal requirements for worship
- To promote actively the school corporate policies
- To continue personal development as agreed
- To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate
- To undertake break and lunch duties as requested
- To undertake any other duty as specified by STPCB not mentioned in the above.

### Health and Safety Responsibilities

All employees have the responsibility:

- (i) To comply with safety rules and procedure laid down in their area of activity
- (ii) To take reasonable care of their own health and safety and hence avoid injury to themselves and to others by act or omission whilst at work
- (iii) To use protective clothing or equipment as may be provided
- (iv) To report promptly all sickness, accidents, unsafe conditions or practices and dangerous occurrences of which they are aware
- (v) To co-operate with the Head Teacher in the fulfilment of the objectives of the School's Health and Safety policies.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

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



Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

This job description is current at the date shown, but following consultation with the post-holder may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title

The Head Teacher may amend these responsibilities at any time in the future in order to respond to the changing demands and needs of the School, National Incentives and Statutory Legislation, after consultation with the post holder



**PERSON SPECIFICATION – Assistant Headteacher:**  
**Quality of Education (Curriculum and Assessment)**

<b>QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT</b>	<b>Essential</b>	<b>Desirable</b>
Teaching qualification with QTS	•	
Degree or equivalent qualification	•	
Higher Qualification in education and/or management		•
Evidence of CPD, particularly in relation to Curriculum and Assessment	•	
<b>EXPERIENCE</b>		
Outstanding classroom teacher with high expectations and aspirations for our students' achievement and behaviour	•	
Effective system leader with a clear understanding of process	•	
Proven track record in raising standards and supporting student achievement	•	
Proven leadership skills and ability to motivate and inspire others	•	
Clear commitment to continuous school improvement	•	
Proven experience and ability to support subject leaders in designing their curriculum	•	
Experience of effectively utilising up to date research to make whole school improvements	•	
High level of data literacy to analyse trends across school and initiate effective responses	•	
An excellent communicator with strong interpersonal skills	•	
Up-to-date knowledge of emerging issues in school leadership	•	
Experience of latest data analysis tools		•
Proven track record in developing and implementing a School's assessment regime to support improved knowledge, progress and excellent outcomes in external examinations		•
An understanding of the community context for SHS and experience of working in similar contexts		•
<b>Improvement Planning</b>		
Previous experience of school improvement planning: developing and realising a vision	•	
An understanding of how an excellent curriculum can	•	



contribute to outstanding student progress and the ability to lead the school towards this		
Up to date knowledge of curriculum and assessment developments based on latest research	•	

<b>Leading &amp; Managing Staff</b>		
Demonstrates a clear understanding of leadership and is willing to support and challenge colleagues as required	•	
Can demonstrate operational leadership skills, financial control of departmental and whole school budgets and delegated line management	•	
Can demonstrate clear analytical skills and apply strategic thinking to whole school improvement	•	
Can delegate but still take responsibility and accountability	•	
Can implement and sustain effective systems for the management of staff performance	•	
Can set robust targets for all to secure high achievement	•	
<b>PERSONAL QUALITIES &amp; ATTRIBUTES</b>	•	
Effective communicator	•	
Ability to prioritise		
High professional standards		
High standards embracing presence, honesty, integrity, loyalty and trustworthiness	•	
Strong intellect, energy and a positive approach to opportunities and challenges	•	
The capacity to inspire confidence in stakeholders and work collaboratively	•	
A drive for continuous improvement	•	
Good team player, with a sense of humour, willing to contribute to the wider life of the school through co-curricular activities	•	
	•	
<b>Safeguarding Children</b>	•	
Commitment to safeguarding and promoting the welfare of children and young people	•	