

JOB DESCRIPTION: ASSISTANT HEAD TEACHER

CORE PURPOSE:

To fully implement the Lion Academy Trust policies and processes including the Reading, Phonics, Writing, Maths, Topic, Assessment and LAT pedagogy across the Phase. This includes the full implementation of the operational non negotiables.

To lead learning in school and guide their phase in developing consistent practice in teaching and learning, pastoral care, safeguarding and behaviour, ensuring that children achieve the highest standards of attainment and achievement.

CORE DUTIES:

Undertake the core role of Assistant Head Teacher which includes managing a year group, phase and undertaking a wider school responsibility allocated by the Head of School and/or Deputy Head.

CLASS TEACHER

To carry out the duties and responsibilities for class teachers as detailed in the most recent version of the school teachers pay and conditions document. The Phase Leader will be expected to teach a class in the Upper Phase (Year 3 or 4)

GENERAL RESPONSIBILITIES:

To assist and support the Head of School and Deputy Head Teacher to:

- Lead and deliver a balanced and appropriate curriculum program for the allocated Phase which takes account of the educational and social needs of pupils in the context of a primary school in line with the expectations set out by the Lion Academy Trust
- To fully implement the Lion Academy Trust policies and processes including the Reading, Writing, Phonics, Maths, Topic, Assessment and LAT pedagogy across the Phase.
- Fully implementing the LAT non -negotiable operational expectations across the school and Phase
- Monitor, challenge and improve the effectiveness of curriculum planning and delivery within the phase to ensure rapid, sustained and improved pupil achievement.
- Ensure that the forensic use of assessment data and SPTO precisely track children's progress and ensure planning is precise and targeted to need.
- Deliver, in conjunction with other Leaders, a successful system of pastoral welfare for pupils in the school with particular responsibility for the upper phase in line with the Lion Academy Trust expectations
- Deliver, monitor and challenge in conjunction with other lead professionals, senior leaders and teachers the provision and intervention in place for underachieving children, vulnerable children, EAL and SEN children to ensure they make rapid and sustained progress in line with national expectations.
- Maintain, challenge and ensure high standards of behavior and discipline across the school with particular responsibility for the upper phase in line with the Lion Academy Trust expectations and ethos

- Develop and maintain effective lines of communication/service throughout the school and between staff, governors, parents and the wider community
- Maintain and continue to develop the ethos of the school in line with the Lion Academy Trust Expectations
- Contribute to the strategic development of the school as part of the middle leadership team. This includes monitoring and evaluating of practice and provision as part of the Lion Academy Trust self-evaluation process and the development of the school improvement plan.
- Contributing to the general day to day management of the school and Phase by having an overview of the school, being aware of the issues and concerns and ensuring that appropriate action is undertaken. This includes all operational management of the Phase.
- Keeping abreast of educational developments through your own professional training
- Supporting the Head of School and Deputy Head in trying to ensure that change is implemented effectively and smoothly
- Promoting and supporting decisions/policies agreed by the senior leadership team and the Lion Academy Trust
- Helping to maintain outstanding behaviour around the school at all times and specifically carrying out one dinner time duty per week,
- Carrying out appraisal of staff as part of the Lion Academy Trust Appraisal Policy
- Ensure the school, Phase provides a high quality stimulating learning environment for all children as outline in line with the Lion Academy Trust expectations
- Conducting regular assemblies within the Phase and wider school if necessary
- There is an expectation that the Phase Leader of Schools sit on and contribute to the Senior Leadership Team undertake a lunch duties and attend an early morning information briefing daily .
- Carry out any other additional duties deemed necessary directed by the Head of School.

SPECIFIC DUTIES – LEADING LEARNING AND TEACHING

Planning:

- Lead teachers and other staff in the full implementation and delivery of the LAT teaching and learning strategies which meets the needs of all groups of pupils.
- Attend and contribute to strategy meetings to support and implement the School Improvement Plan, in accordance with school strategy and direction;
- Liaise with the Assistant Head of Phase 3/4 and Inclusion Team in planning and monitoring intervention and targeted support for identified underachieving groups and ensuring that their provision is accurately and precisely targeted at needs across the phase. Monitor regularly across the phase, the programs of intervention to ensure they provide rapid and sustained progress for all individual pupils.
- Ensure through the monitoring of planning, preparation and assessment sessions in specific year groups ensures that learning and provision is precisely planned for and evaluated so that that all pupils specific needs are catered for.

Staff development and support:

To provide leadership and support for colleagues with a specific focus on leading learning in your Phase delivering the Lion Academy Trust Teaching and Learning Strategies, process and policies.

This will include:

- Monitoring the implementation, planning and delivery of the LAT strategies and pedagogy across the Phase and including supporting staff in the development of medium term plans;
- Ensuring that teachers assess accurately and use this data in combination with Arbor to forensically target and adapt teaching and learning to cater precisely for the needs of children.
- Monitoring and setting expectations for teachers in leading and organising weekly planning meetings that meet the LAT PPA expectations. Ensuring teachers are supported and challenged with short term planning ensuring explicit learning focus for all children's needs;
- Organising and delivering training, as needed, to groups of school staff;
- supporting, monitoring and leading staff in the use of assessment information and processes to inform teaching and learning;
- Provide a model of minimum outstanding teaching and learning
- Providing in-class support to staff, through demonstrating high quality lessons, team teaching, observation and feedback.
- Undertake high quality pupil progress meetings with teachers to challenge and support targeted learning for all individual pupils needs.
- Undertaking personal and professional development in order to maintain an up-to-date knowledge of educational initiatives, technologies and pedagogy, in order to advise appropriately on future strategies and requirements;
- Conduct appraisal meetings with teachers and set professional development and high quality pupil progress targets ensuring underperformance of children and the teachers own practice improves ensuring a minimum standard of good. Monitor, guide, support and challenge a teacher's progress towards those targets
- Mentor ECT's by implementing a program of specific support and evaluate progress towards specific identified targets ensuring that their teaching and learning is minimum good.

Monitoring and review:

- Maintain consistently high standards of teaching and learning through the effective monitoring and evaluation of the phase's' planning, delivery of the curriculum/LAT strategy through lesson observations, learning walks, work scrutinies and pupil interviews;
- Use the LAT Perspective Tool to undertake all monitoring and evaluation and use this to challenge and support teachers in improving their teaching and learning /provision
- Ensure identified areas of inconsistency are tackled through support in the form of guidance, INSET, year meetings, exemplification, modelling of learning or challenge ensuring the LAT benchmarks are used as reference points for minimum expectation. This includes follow up and review against identified progress and expected time scales.
- Maintain high standards of attainment and achievement through the effective monitoring of pupil progress in a Phase. Lead pupil progress meetings with teachers, year group leaders ,lead professional dialogue, maintain minimum expectations and ensure actions are being taken to ensure rapid progress or sustained progress of children where needed;
- Monitor assessment and recording procedures, ensuring that year leaders undertake agreed procedures in line with school strategies and this is impacting directly on children's; learning and progress;
- Maintain records of non-contact and actions taken (in line with agreed priorities)to report the impact to the Leadership team on the quality of teaching, standards and

actions taken to address areas for development in each phase/phase with clear milestones.

Day-to-day management:

- Ensuring the Phase has access to appropriate resources (practical and human) to deliver lessons effectively and that resources are appropriately deployed;
- Ensure the ethos and expectations of Lion Academy Trust and Learning Strategy are delivered in each specific Phase in reference to environment, behaviour and attitudes that exemplifies our high expectations on our staff and children.
- Take responsibility for addressing and reporting Safeguarding and Health and Safety issues as they arise in school in line with school policy. To raise awareness of Health and Safety issues amongst staff and ensure compliance;
- Maintain and lead on ensuring high standards of pupils' behaviour and discipline, within the framework of the school policy and support and challenge other staff as necessary so as to facilitate high quality learning and a safe environment for all children;
- Ensure that new teachers or staff members covering classes in your phase are familiar with lesson plans, expectations and Phase procedures in order to be able to carry out their responsibilities effectively.
- To be the lead member of staff for all educational visits and experiences, including trips and to ensure that these meet the statutory and best practice requirements, as well as the health and safety guidelines.

External liaison:

- Liaise with relevant external agencies as appropriate, such as external advisory staff or consultants and/or other schools on specific teaching and learning issues relevant to the Phase, its pupils and staff.
- Liaise effectively within the LAT framework with parents/stakeholders to ensure excellent relationships between home and school in order to improve pupil's learning and behaviour. This includes being proactive in solving issues and reflecting a high stakeholder service to ensure that the relationships with parents and stakeholders impact positively on all pupils' outcomes.

This Assistant Head Teacher job description is representative only. Other reasonable duties may be allocated from time to time commensurate with the general character of this post and its grading.

There will be an annual review of the roles and responsibilities of members of The Lion Academy Trust. Please be mindful that this role can be subject to review by the Lion Academy Trust or you at any appropriate time in consultation with you.

This may result in changes to designated roles and responsibilities in line with the emerging priorities of The Lion Academy Trust.

This is not a common occurrence and would not justify a reconsideration of the grading of the post.



Appointed Candidates _____ (Print) Date of Appointment: _____

Signature of Appointee: _____ Date: _____

By signing this job description you are agreeing to its content and context at the date of signing.