

Assistant Headteacher Job Description & Person Specification

Accountable to: Headteacher

Salary: Inner London Leadership Scale 6 -9

Job Description

General description of the post

All post-holders are to ensure the school's vision, ethos and Christian values are embedded in the day-to-day and long-term running of the school. Each post-holder must share and deliver the sponsors' Christian principles and values of justice, trust, humility, reverence, peace, thankfulness, endurance, wisdom, creation, service, koinonia, friendship, forgiveness, compassion and hope.

The holder of this post is expected to carry out the professional duties of an Assistant Headteacher as described below and undertake to the extent required by the Chief Executive Officer or the Board of Directors, the professional duties of the Headteacher in the event of their absence from the School as circumstances may require and in accordance with the School's policies.

The Assistant Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices and ensuring that resources are efficiently and effectively used to achieve the school's values, aims and objectives.

This job description may be amended at any time following discussion between the Headteacher and the member of staff and will be reviewed annually.

Relationships

The post holder is accountable to the Headteacher in all matters, including a whole School accountability for:

- Dedicated teaching commitment
- Leader of Learning
- Line Management and CPD coordinator for Staff
- A designated Trust School Partnership Leadership Portfolio, contributing to school improvement across the LDBS Academies Trust.

Within the Performance Management (PM) process, the Assistant Head will act as a reviewer to specified staff.

Outcomes

1. Achievement and Standards

Contribute to the School Development Plan priorities of:

- Setting high expectations and continuously monitoring and evaluating the effectiveness of learning outcomes.

- Securing a collaborative school vision of excellence and equity that sets high standards for every student.

Duties and responsibilities:

- As leader of learning:
 - Ensuring a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning, tracking and reporting on sustained improvement in outcomes over time.
 - Promoting and supporting teachers to provide sufficient time for pupils to reflect on an assessment task and what they have learnt from it.

2. The quality of provision

Contribute to the School Development Plan priorities of:

- Raising the quality of teaching and learning and embedding a learning culture that will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.
- Setting high expectations and monitoring and evaluating the effectiveness of learning outcomes

Duties and responsibilities:

- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies, ensuring changes in practice lead to measurable improvements in teaching quality.
- Developing a corporate learning environment and teaching practice through a supportive development and training programme that secures effective progress across the breadth of the school activities.
- Ensuring that curriculum support is provided to newly qualified teachers, non-assigned teachers and teachers and teaching assistants who may be new to the school, leading an evidence-informed approach to professional development; including instructional coaching to grow teachers at every career stage and sustain outstanding practice across the school.
- Staying current with educational research and embedding evidence-based approaches to curriculum design, pedagogy and assessment into the school's practice.
- Monitoring of the quality of teaching and pupils' achievements including the analysis of performance data and observation.
- Demonstrate the principles and practice of effective teaching and learning
- Acknowledge excellence and challenge poor performance across the school
- To take a lead role in formulating, implementing and monitoring planning procedures
- Inset coordinator for curriculum development and lead in curriculum based staff meetings
- Timetable and ensure sufficient cover for the delivery of the curriculum at all times
- Take a lead role in reporting to the governor's curriculum committee

- Act as a pace setter for subject self-evaluation, clearly identifying strengths and areas for improvement to be included in the SIP
- To monitor and keep under review the teaching methods used for the purposes of consistency, continuity and high standards
- To take a lead role in mentoring and supporting ECTs (Early Career Teachers) through their induction period.
- To be team leader in all performance management
- Whenever possible to work alongside class teachers in order to provide guidance and help and to support the Headteacher in monitoring teaching and learning
- Take a lead role in setting high expectations for good pupil behaviour, ensuring the schools policy on behaviour and discipline is at all times applied consistently and fairly and thus provide the optimum learning environment

3. Leadership and management

Contribute to the School Development Plan priorities of:

- Providing effective organisation and management and improving organisational structures and functions based on rigorous self-evaluation.

Duties and responsibilities:

- Leading the whole school effectively in the absence of the Headteacher when required to do so.
- Supporting the Headteacher in developing positive working relationships with and between all staff.
- Carrying out and securing the carrying out by other staff of School policy and procedures as defined by the Headteacher and Local Academy Committee (LAC).
- Assisting in the appointment of staff as requested and their deployment in the timetable to make most effective use of their skills, expertise and experience.
- Ensuring that all staff have a clear understanding of their roles and responsibilities.
- Managing the delegated budget efficiently and report the budget status to LAC members and the Headteacher as required.
- Actively contribute to the school improvement work of the LDBS Academies Trust, taking on designated responsibilities as agreed with the Headteacher.

4. Personal development and well-being

Contribute to the School Development Plan priorities of:

- Securing and maintaining good working relationships with colleagues.
- Being an excellent example to pupil's staff, parents and governors through their professional presentation and conduct in order to promote pupils' personal development.
- The Inclusion of every student and the ability and right of all to be the best they can be.

Duties and responsibilities:

- Treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Support the Headteacher to build a collaborative learning culture within the school and actively engages with other schools to build effective learning communities.
- Ensuring that parents are well informed about the curriculum, its targets, pupils' attainment and their part in the process of improvement.

Knowledge, skills and competencies required:

- Has a commitment to choice and flexibility in learning to meet the learning needs of every child.
- Works effectively with relevant agencies to protect children.
- Gives and receives effective feedback and acts to improve personal performance.
- Treats people fairly, equitably and with dignity and respect to create and maintain a positive Academy culture. (L)
- Builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities. (L)

5. Views of learners, parents/carers and other stakeholders

Contribute to the School Development Plan priorities of:

- Engaging with the internal and external school community to secure equity and entitlement for all.
- Collaborating with other schools in order to share expertise and bring positive benefits to the school.
- Working collaboratively at both strategic and operational levels with parents and carers and across the school workforce for the well-being of all children.

Duties and responsibilities:

- Creating and promoting positive strategies for challenging prejudice through the curriculum
- Ensuring learning experiences for pupils are linked into and integrated with the wider community.
- Collecting and taking account of the views of learners, parents/carers and other stakeholders in the development of learning strategies.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families

6. Safeguarding

The Assistant Headteacher has a shared responsibility with all staff and the governing body to safeguard and promote the welfare of all pupils. Specific duties include:

- Ensuring safeguarding policies and procedures are understood, followed and embedded across the school.

- Support the Designated Safeguarding Lead (DSL) and acting as DSL in their absence if so designated.
- Ensuring all staff receive appropriate safeguarding training in line with statutory requirements.
- Promoting a culture of vigilance and ensuring all concerns about pupils' welfare are acted upon promptly and in line with school and Trust procedures.

General

- Take on specific tasks related to the day to day administration and organisation of the school as requested by the Headteacher.
- Take on any additional responsibilities which might from time to time be determined;
- To engage with appropriate training opportunities to promote professional effectiveness in this role.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher status A degree or equivalent • A recent, relevant record of Continuous Professional Development 	<ul style="list-style-type: none"> • Evidence of commitment to higher level professional development • Working toward or holding a National Professional Qualification (e.g. NPQSL, NPQH) or equivalent leadership qualification.
Experience	<ul style="list-style-type: none"> • A sustained record of teaching across the primary-school age range, with evidence of strong pupil progress and attainment. • Proven experience of leading a core subject and a whole-school improvement initiative, with clear evidence of the impact on pupil outcomes and school performance. • A demonstrable record of high-quality teaching with evidence of impact on pupil attainment and progress. • A strong record of improving pupil progress, with evidence of using data analysis to set targets, influence planning and sustain high standards of teaching and learning. • A record of leading and significantly contributing to innovation and development within the last two years, with evidence of the outcomes achieved. • Knowledge, experience and understanding of the key stage for which they are applying. • Participating in and providing INSET. • A successful track record of high quality pastoral care • Significant whole school responsibilities held and delivered within the last two years, with evidenced outcomes – including data, staff feedback or external review where available. • Experience of external links with parents and the wider community 	<p>In addition, the post holder might also have experience of:</p> <ul style="list-style-type: none"> • Working in a church school • Working in a school-to-school partnership • Experience of working in, or contributing to, a high-performing school context and understanding the distinct challenge of sustaining and building on excellence. • Experience of contributing to Trust-level, cluster or system-level school improvement work.
Knowledge and understanding	<ul style="list-style-type: none"> • The principles and practice of primary education; • Curriculum management and the school's role in providing effectively for all pupils; • The role of the management in monitoring school effectiveness and maintaining a climate conducive to school review and evaluation; 	<ul style="list-style-type: none"> • The significance of explanatory learning in the Foundation Stage and its relevance to the curriculum throughout the primary school. • Instructional coaching models and evidence-based approaches

	<ul style="list-style-type: none"> • Current educational research, evidence-based approaches to teaching and learning, and how to translate these into sustained improvements in classroom practice. 	to professional development that grow teacher expertise over time.
Skills	<ul style="list-style-type: none"> • A record of leading staff development and INSET, with demonstrable impact on the quality of teaching across the school. • Evidence of building effective teams and leading collaborative working, with demonstrable impact on staff performance and outcomes. • Use ICT competently in teaching and administration; • Excellent written and presentation skills. 	<ul style="list-style-type: none"> • Play a role in budget management; • Participate in the establishment of links with parents and governors; • Successful experience of engaging parents in the learning process. • Experience of leading instructional coaching, lesson study or other structured approaches to developing teaching quality.
Educational Philosophy	<ul style="list-style-type: none"> • A child-centred approach to education which emphasises the development of the individual • A strong commitment to the pursuit of excellence and success for all without the imposition of barriers to achievement • A demonstrated commitment to varied teaching and learning strategies to meet differing needs and learning styles • A willingness to work enthusiastically with colleagues within the Academy Trust • A strong commitment to team work. • An intellectually curious approach to leadership – a genuine engagement with educational research and a habit of questioning current practice in pursuit of better. 	
Personal characteristics	<ul style="list-style-type: none"> • A high level of personal organisation • Able to work co-operatively and collaboratively with colleagues at all levels • Ability to enthuse and inspire colleagues to work collaboratively towards agreed goals • Able to communicate effectively and sympathetically with parents • Good public speaking and presentational skills • Able to work under pressure and to meet deadlines • A strong sense of humour • A clear understanding of and a commitment to the Christian ethos of a church school • A clear and evidenced aspiration toward headship, with a commitment to developing their own leadership alongside the staff they lead. 	

Equal Opportunities	<ul style="list-style-type: none">• A strong commitment to equal opportunities in practice which encompasses gender, race, religion and disability• A commitment to working positively within Academy policies and guidelines to effect positive attitudes and raised expectations in the school	
----------------------------	---	--