

## Assistant Headteacher

**Job title:**

Assistant Head teacher; EYFS and KS1 Lead.

**Salary:** Leadership Scale

**Contract type:** Full time (permanent)

**Reporting to:** Head teacher

**Responsible for:**

- EYFS (Foundation Stage 1 and 2) and KS1 (Year 1 &2)
- Curriculum Lead for phase for EYFS and KS1
- Assessment Lead for phase for EYFS and KS1
- Managing, monitoring and supporting staff and teaching in EYFS and KS1
- Co - Curriculum lead for a subject and main school priority (to be decided)

## Job Description

**Main purpose:**

The Assistant Head teacher, under the direction of the Head teacher, will take a role in:

- Formulating the aims and objectives of the school.
- Establishing policies for achieving these aims and objectives.
- Managing staff and resources to that end.
- Monitoring progress towards the achievement of the school's aims and objectives.
- Working to maximise students' progress and attainment across the school.
- Liaising with the stakeholders to support school improvement.

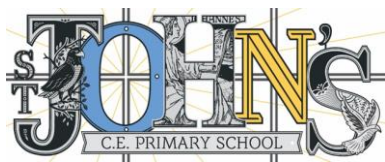
The Assistant Head teacher will also have a timetabled teaching commitment, complying with the teachers' standards and modelling best practice for others.

They may also be required to undertake any of the duties delegated from the Head teacher.

**Leadership:**

Under the direction of the Head teacher:

- Support the Head teacher in the day-to-day management of the school.
- Ensure strong links between year groups and phases, working in close conjunction with the other key staff members (other than Head teacher):
  - Other members of the leadership team
  - SENDCo.
- Lead by example, focusing on providing excellent education for all pupils.
- Lead on particular whole-school strategies and policy areas.
- Assist in developing and enhancing the curriculum.
- Build positive relationships with members of the school community.
- Keep up to date with developments in education.
- Seek training and continuing professional development to meet own needs.



- Logistical arrangements relating to organisation of the school day (Rotas, timetables etc. and as appropriate)
- To support the Head teacher in:
  - Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
  - Demonstrating the vision and behaviours of the school in everyday work and practice
  - Motivating and working with others to create a shared culture and positive climate.
- To provide professional leadership and management of a key area of the School Improvement Plan as agreed, on an annual basis, with the Head teacher.
- To attend relevant meetings and courses in connection with your post.
- To promote and support mental health and wellbeing within the school.
- Be a line of communication between phase and the SLT.
- Effectively contribute to leadership discussions and decisions.
- Adopt a positive attitude that motivates and inspires other members of staff, helping to enable staff to carry out their roles to the highest standards.
- Plan, organise and lead regular meetings with the phase and/or key teams that are led by the post holder.

### **Managing staff:**

Under the direction of the Head teacher:

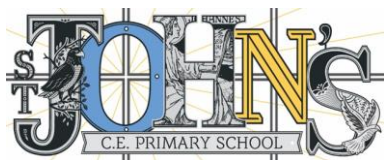
- Assist with the selection and recruitment of new teaching staff.
- Take responsibility, in conjunction with other relevant members of staff, for the informal induction of new staff in the Key Stage, and act as a support/mentor to new staff within the Key Stage. Some of these duties may be carried out by the Deputy Head teacher.
- Identify, in conjunction with Key Stage staff, group and individual training needs, provide support.
- Performance manage middle leaders and those within the EYFS and Year 1 teams, including carrying out appraisals, providing professional development opportunities, and holding staff to account to their performance.
- Create an ethos within which their direct reports are motivated and supported to develop their skills and knowledge.
- Commit to their own professional development, proactively identifying development opportunities.
- Maintain and enhance the faith aspect of the school.

### **Modelling best practice for teachers:**

- Demonstrate excellent performance against parts one and two of the teacher's standards: teaching and personal and professional conduct.
- Implement strategies and initiatives to share best practice with others in the school, developing confidence and skills in others.

### **Teaching and learning**

- Have a detailed understanding of EYFS (FS1 and FS2) and National Curriculum (with a focus on Year 1 and the progression to Year 2).
- Lead, manage and promote high-quality teaching and learning across the year groups and phases.



- Implement strategies for teaching and learning that are appropriate for all pupils, regardless of their ability or needs, working alongside the Designated Safeguarding Lead and SENDCo where necessary.
- Monitor the quality of teaching and learning across the year groups and phases, utilising methods such as lesson observations and deep dives.
- Monitor and evaluate the impact of teaching and learning across the year groups and phases, and identify areas for improvement.
- Focus on and take an active interest in Pupil Premium and Double Disadvantaged pupils.
- Provide information about targets, attainment and progress to pupils and parents.
- Make sure the classroom environment promotes the highest standard of work by all pupils.
- Maintain the positive ethos and core values of the school, both inside and outside the classroom.
- Lead at least one curriculum subject and/or school area (e.g. School Council).
- Keep up to date with new developments in education.

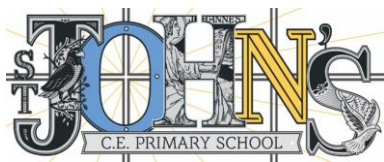
### **Subject Lead (Curriculum):**

- Promote effective learning, attainment and achievement for this area.
- Lead the development of teaching and learning for this area throughout the school, including leading staff meetings and delivering training where appropriate.
- Analyse and track data for this, identifying areas for improvement and act upon these.
- Monitor lesson planning, progression and objectives within a specific subject.
- Conduct deep dives and observations as part of the effective monitoring of a subject.
- Conduct pupil surveys based on priorities identified from analysis and School Development Plan (SDP).
- Manage resources effectively.
- Identify subject-specific needs for your own or others' Continuing Professional Development (CPD).
- Participate in the agreed CPD programme.
- Provide the Governing Board with relevant information relating to performance and development of a specific subject as required by the Governing Board's timetable and priorities.
- Monitor the effective use of displays in classrooms and across the school.

### **Systems and processes:**

Under the direction of the Head teacher

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour.
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
- Work with the governing board as appropriate.
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources.
- Support distribution of leadership throughout the school.
- Support development of ECT's.



### **Assessment:**

- Take responsibility for the organisation and administration of assessment across the phase and year groups, ensuring that statutory requirements are met and school procedures are followed.
- Track and analyse pupil performance data, paying particular attention to disadvantaged groups such as those eligible for the pupil premium, with special educational needs, or who speak English as an additional language, within you phase and in line with other senior leads.
- Plan and implement interventions for those pupils who are not progressing.
  - Identify arrangements for appropriate provision for pupils who are not making the expected progress, in conjunction with the SENDCo.
  - Take responsibility for organising additional learning opportunities, e.g. intervention sessions, in conjunction with the SENDCo.
- Keep up to date with accepted best practice in the field of assessment, and advising others about this
- Provide training and support for teachers and support staff on administering the assessment system effectively within your phase and in line with other senior leads.
- As a subject Lead, ensure a whole school overview of subject. Model best practice, deliver training and support. Analyse planning, implementation and impact (assessment).
- Assess and report on the school's performance in relation to local and national results, and the school's own targets.
- Contribute to monitoring, analysing and reviewing the effectiveness of policies, priorities and targets, in light of assessment data.
- Ensure appropriate strategies are implemented in the phase to address areas for improvement highlighted by assessment data.
- Support other staff in analysing and interpreting data.

### **Development and deployment of resources**

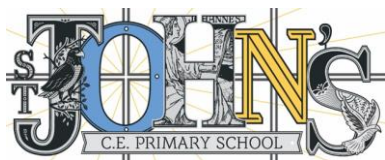
- Manage the development and deployment of resources in the phase or area in which you are employed.
- Establish the staffing and resource requirements for the phase or area, and advise the Head teacher and governing board of priorities for expenditure.
- Monitor and review all resources in the phase or area in terms of quality, quantity and use, in order to improve the experience and outcomes of pupils, ensure efficiency, and secure value for money.

### **Pastoral**

- Conduct pupil voice surveys to ensure they feel happy and safe in school, championing the importance of pupil voice to other members of the senior leadership team, within you phase and in line with other senior leads.
- Provide staff with training and support so they can play a part in enhancing pupils' personal development.

### **Other responsibilities:**

- The Assistant Head teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.
- Set a good example in terms of dress, punctuality and attendance.
- Assisting pupils on arrival and departure from school.

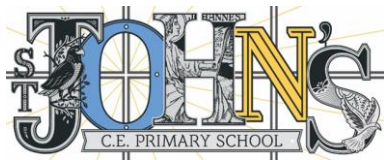


- Supervising pupils as they move about the school between sessions and breaks.
- Supervise children at playtimes.
- Where appropriate, to liaise with parents and report any concerns to the class teacher.
- To maintain confidentiality.
- Lead assemblies, as part of a rota.
- Participate in activities relating to the wider school community, such as running a club, sports days, productions, plays and concerts.
- Undertake tasks related to the day-to-day administration and organisation of the phase/s, class and school, as requested by the Head teacher.
- Work with other members of the teaching staff as a positive member of a team under the leadership of the Head teacher.
- Establish and maintain positive professional relationships with other staff, parents, governors and other relevant members of the school community.
- Undergo appropriate training opportunities to promote professional effectiveness in the role.
- Fully support, and act in accordance with, the vision, behaviours and policies of the school.
- Implement agreed school policies and guidelines.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant Head teacher will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Head teacher.

## Person Specification

Criteria	Qualities
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree</li> <li>• Professional development in preparation for a leadership role</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Leadership and management experience in a school</li> <li>• Teaching experience</li> <li>• Involvement in school self-evaluation and development planning</li> <li>• Line management experience</li> <li>• Experience of contributing to staff development</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Understanding of high-quality teaching, and the ability to model this for others and support others to improve</li> <li>• Understanding of school finances</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to communicate a vision and inspire others</li> <li>• Ability to build effective working relationships</li> <li>• Broad curriculum knowledge</li> </ul>



<b>Personal qualities</b>	<ul style="list-style-type: none"><li>• A commitment to achieving the best outcomes for all pupils and promoting the ethos and values of the school</li><li>• Ability to work under pressure and prioritise effectively</li><li>• Commitment to maintaining confidentiality at all times</li><li>• Commitment to safeguarding and equality</li></ul>
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This job description / person specification may be amended at any time in consultation with the post holder.

**Last review date:** May 2023

**Next review date:** May 2024

**Head teacher/line manager's signature:** Ms Martina Parsons

**Date:** MAY2023

**Post holder's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_