



**Diocese of
Hallam**

**ASSISTANT HEADTEACHER JOB
DESCRIPTION and PERSON SPECIFICATION**



St Joseph's Catholic Primary School, Sheffield.

**"... an enthusiasm for the things of God"
Diocese of Hallam School's Department**

INTRODUCTION

The school has been designated by the Secretary of State as a school with a religious character. It's Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with Canon Law, the teachings of the Roman Catholic Church and the Trust Deed of the Diocese of Hallam. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ. The role of Assistant Headteacher therefore requires that he or she will work with the Headteacher to ensure that the school is distinctively Catholic in all its aspects.

This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. It is subject to the current conditions of service for Assistant Headteacher's contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out his / her duties the Assistant Headteacher shall consult with the Headteacher and, when appropriate, with the governing body, the Diocese, the Local Authority, the staff of the school, the parents of its pupils, the parish/es served by the school and other local Catholic schools, particularly where collaboration, federation or Academy Status is being developed.

This job description reflects the Assistant Headteacher's job description and is based on the key areas identified in the National Standards for Leadership published by the Department for Education and Skills (October 2004). It recognises the role of the Assistant Headteacher in sharing responsibility for the leadership of the school.

The governing body and the Diocese acknowledge the importance of the role of the Assistant Headteacher and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

The governing body and the Diocese are committed to safeguarding and promoting the welfare of children and young persons and the Assistant Headteacher should support the Headteacher in ensuring that the highest priority is given to following the guidance and regulations to safeguard children and young people. The post is subject to an enhanced check by the Disclosure and Barring Service.

Key Duties and responsibilities

- To assist the Headteacher with the management and organisation of the school in seeking to achieve the highest standards of learning, teaching, pupil achievement and school efficiency.
- To support the school in securing effective education for all pupils and the continuous improvement of teaching and learning in the school.
- To lead by example as a teacher and a manager.

Specific tasks:

The ASSISTANT HEADTEACHER will:

1. Working alongside the Headteacher to maintain the strong Catholic ethos and tradition.
2. Have a 'core' role in shaping high quality teaching and learning. Assist the Headteacher in monitoring the quality of teaching and learning across the schools, setting targets to improve this and ensuring improvements are made.
3. In partnership with the Headteacher and governors provide the leadership and management which enables the school to give every pupil high quality education and which promotes the highest possible standards of achievement and wellbeing.

The *National Standards of Excellence for Head teachers* are set out in four domains,

There are four 'Excellence As Standard' domains:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of the nation's head teachers, deputy head teachers and assistant head teachers.

Domain One

Excellent assistant head teachers in Catholic schools: qualities and knowledge

1. Work within the school and with the parish to hold and articulate clear values and moral purpose, which takes account of the school's Catholic mission focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour which stems from Christ's vision for humanity. Promotes positive relationships and attitudes towards their pupils, staff, parents, governors and members of the local community recognising their individual worth as made in the image and likeness of God.
3. Inspired by Christ, lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles influenced by the Gospel message and Church teaching, centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two

Excellent assistant head teachers in Catholic schools: pupils and staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes that reflect the distinctive characteristics of Catholic education.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being. Ensure high quality provision for the academic, spiritual, moral, social, emotional and cultural well-being of all pupils and families.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are required to treat all people fairly, equitably, and with dignity and respect. Inspire, encourage and support staff to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice, emphasising the distinctive nature of Catholic Education.

Domain Three

Excellent assistant head teachers in Catholic schools: systems and process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity reflecting the school's Gospel values.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider community to promote Gospel values which unite society in a commitment to social justice and the common good.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance, rooted in faithful stewardship of Gospel values, actively supporting the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Domain Four

Excellent assistant head teachers in Catholic schools: the self-improving school system

1. Lead outward-facing schools which work with other schools and organisations - in a climate of mutual challenge – where each pupil is championed to ensure they secure their unique potential and achieve excellence
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic, spiritual, moral, social, emotional and cultural outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of Catholic education in young people's lives and to promote the value of education.

St Joseph's Catholic Primary School - Person Specification

ASSISTANT HEADTEACHER

We require someone who:

- Is an inspirational class teacher and leader.
- Is passionate about teaching and brings positivity and energy to the leadership team, to children's learning and daily experiences.
- Is highly professional, a positive leader who will be fully committed to getting the job done to a very high standard and secure the very best outcomes for pupils and the school.
- Is inspiring and creative and who can think 'out of the box' to contribute to our vision.
- Has excellent pedagogical knowledge and understanding appropriate to the age range of children.
- Is an outstanding communicator and motivator of people.
- Is committed to continuous development and improvement both of self and others.
- Has an excellent understanding of the curriculum and provision.
- Has the experience of leading maths/ and or a STEM subject .

ASSISTANT HEADTEACHER CRITERIA FOR APPOINTMENT (A framework for determining the criteria)

Please note source of evidence of fulfilled criteria: Application Form - A Letter – L References – R Interview - I

TRAINING AND QUALIFICATIONS

	Essential or Desirable	Evidence
Qualified teacher status	E	A
Degree	E	A
Professional development or training undertaken in preparation for senior leadership	D	A

EXPERIENCE OF TEACHING AND EDUCATIONAL LEADERSHIP

	Essential or Desirable	Evidence
Experience of middle leadership in a Primary School	E	A/L/R
Other leadership and management experience <i>(For example, contribution to management of the school: e.g. subject leader, head of department, head of year, key stage leader, SENCo or experience as a consultant or teacher adviser. Timetabling, Monitoring & Evaluation, data analysis & target setting etc. Consider number of years' experience required)</i>	D	A/L/R

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

[Compiled with reference to the National Standards]

The successful candidate will be able to demonstrate skill, knowledge and understanding in the areas listed below.

	Essential or Desirable	Evidence
A distinctive personal vision for a Catholic school		
<ul style="list-style-type: none"> • The role of an Assistant Headteacher in leading the spiritual development of pupils and staff 	D	I/L
<ul style="list-style-type: none"> • The central place of Religious Education as a core subject in the school's curriculum 	D	I/L

<ul style="list-style-type: none"> • The implications for a Catholic school in a diverse community • Current educational issues, including national policies, priorities and legislation and any implications of these for Catholic schools 	D D	I I/L
<ul style="list-style-type: none"> • Strategies for strengthening a school's link with the wider community including parents, carers and parish • The partnership between the school and the parish community 	E E	I I
The process of strategic planning for school improvement <ul style="list-style-type: none"> • The principles and practice of effective school self-evaluation including data analysis • Outstanding classroom teacher • The principles and practice of effective teaching, learning and assessment • Strategies to promote and sustain individual and team professional development 	D E E E	I/ R/I R/I R/L/I

PERSONAL AND PROFESSIONAL QUALITIES AND ATTRIBUTES

The successful candidate will be able to provide evidence of personal capacity to:-

	Essential or Desirable	Evidence
Communicate effectively to a range of audiences and in a range of media	E	L/I
Build and maintain effective relationships <ul style="list-style-type: none"> • Prioritise, plan and organise themselves and others • Seek and take account of the views of others • Develop effective teamwork 	E E E	R/L R/L R/L
Convey personal enthusiasm and commitment	E	I/R/L

APPLICATION FORM AND LETTER

	Essential or Desirable	Evidence
Application form to be completed in full and legible, on the CES form	E	A
Supporting statement to be clear, concise and related to the specific post and appointment criteria	E	L

CONFIDENTIAL REFERENCES AND REPORTS

A positive recommendation from current employer or Headteacher	E	R
A second professional reference	E	R