



Job Profile

Position	Assistant Headteacher (Whole School Leadership, EYFS, KSI, Early Reading & Phonics Lead)
Salary Scale	Leadership Pay Range 4-10 £57,699 - £66,956
Contract type	Permanent
Responsible to	Headteacher

Main purpose

To provide strategic and operational leadership as a member of the Senior Leadership Team, working in partnership with the Headteacher, DCAT, Governors and colleagues to realise the vision and values of St Leonards CE Primary Academy. The Assistant Headteacher will lead EYFS, KSI, Early Reading and Phonics, driving excellence in teaching, learning and assessment to secure outstanding outcomes for all pupils. The postholder will promote a culture of high expectations, inclusion, safeguarding and continuous improvement through effective leadership, coaching and professional development, ensuring every child is known, valued and supported to flourish academically, socially, emotionally and spiritually within our Christian community.

Key Tasks:

- To lead effective coaching and mentoring of teaching staff through modelling Outstanding practice
- To lead EYFS and KSI, modelling and delivering high-quality education and assessment which will lead to improved outcomes of learning and achievement
- To ensure consistency in EYFS and Year 1 and strong transition between each phase
- To lead phonics and early reading
- To lead and inspire colleagues and provide professional management and direction, ensuring high quality teaching learning, aspirational target setting, effective use of assessment for learning, appropriate use of resources and high achievement for all pupils.
- To lead a team of Teaching and Support Staff and, by example, setting and modelling high expectations which inspire and motivate colleagues
- To lead on whole school PSHE, and co-lead mental health with a focus on EYFS/KSI
- To have a critical impact on school improvement by assisting colleagues in developing their practice and raising standards.
- To demonstrate leadership qualities across the whole school
- To support and develop the curriculum alongside subject leaders
- To have high expectations of behaviour from all pupils
- To have a teaching commitment responsibility to provide cover for middle leaders or ECTs where needed (approx. 1 day a week).
- To be a Deputy Designated Safeguarding Officer.

Strategic Direction and School Development:

- To be an exemplar in all aspects of the role, working closely with the Headteacher and the other Assistant Headteacher to lead and manage the school.
- To contribute to the School Development Plan and SEF in consultation with the Headteacher, and Governing Body.
- To monitor and evaluate the school's policies and practices in conjunction with the Headteacher, and other staff.
- To positively support and develop the church school ethos.
- To have a regular consultation with the Headteacher and other Assistant Head to ensure efficient and effective maintenance of school routines.
- To deputise alongside other Assistant Headteacher for the Headteacher in their absence keeping them fully informed of any actions/decisions.
- To contribute to an effective partnership with parents, church and the local community.
- To manage resources, including finances, which are delegated by the Headteacher, to ensure good value.
- To work closely with the staff to ensure transition between Key Stages.
- To monitor and develop tracking systems for the area in which you are leading

- To analyse and present data from tracking systems.
- To develop and make links with the wider community and the curriculum.

Teaching and Learning:

- To demonstrate outstanding teaching and learning and model good practice through designated teaching responsibilities.
- To contribute to the monitoring and evaluation of teaching standards and learning through lesson observations, planning and work scrutiny.
- To ensure that there is sufficient adaptive teaching in Wave 1 teaching to meet the needs of pupils working alongside SENCo.
- To support identified staff to develop their practice.
- To ensure any new initiatives are implemented.
- To monitor AfL strategies and ensure consistency
- To work with the SLT with identified school needs and monitor impact of actions taken.
- To ensure that the Feedback and Marking, Teaching and Learning and Assessment Policies are being implemented and are consistent across the school.

Leading and Managing Staff:

- Supporting the Headteacher in the appointment, deployment and development of staff to make the most effective use of their skills, expertise and experience.
- To work alongside teaching staff who have been identified as underperforming and develop and monitor effective support plans for improvement.
- To lead mentoring of ECT's, Students, Work Experience and Volunteers within the school.
- To identify and prioritise the Continuous Professional Development for staff and to liaise with the Headteacher to put in place appropriate and effective training.
- To lead your areas of responsibility working with relevant staff to ensure the best for the school.

Accountability:

- Provide information, objective advice and support to the Headteacher and the governing body when required to enable it to meet its responsibilities.
- Present a clear and accurate account of your area of responsibility to the Academy for range of audiences including governors, DCAT, Ofsted and others.
- Ensure that there is good communication with staff, parents and pupils.

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.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document (STPCD), the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description should be read in conjunction with Annex 1 – Teachers' Standards (England) contained within the STPCD.

**Assistant Head
(Whole School Leadership, EYFS, KSI, Early Reading & Phonics Lead)**

Person Specification

	Criteria	Essential	Desirable
Education & Qualifications	• Qualified Teacher status • Degree/PGCE • Evidence of recent relevant professional development	• • •	
Knowledge & Experience	• Minimum of five years recent successful experience in a Primary School • Outstanding practitioner • Strong understanding of what 'good' learning looks like • Experience in leading one or more curriculum areas, including identifying needs, planning, monitoring and evaluation of standards. • Proven ability in leading staff teams / curriculum development and measuring progress • Experience of / involvement in whole-academy self-evaluation and ADP processes • Experience of policy development and review • Experience as a Senior Leadership team member • Experience of management and leadership of a team of teachers and support staff: coaching/mentoring/performance management • Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the Academy's resources and the individual child. • Knowledge of current educational issues and their relationship to teaching and learning and the enrichment of the curriculum • Involvement in staff recruitment and selection • Experience of whole- school leadership (this could be subject leadership) • A strong understanding of EYFS, KSI, Early Reading and Phonics	• • • • • • • • • • • • • •	• •
Professional Skills	• Outstanding teacher • Ability to work cooperatively as a leader and member of a team • Proven ability to implement strategies for raising pupil achievement including monitoring and evaluation of the work of others • Excellent people skills – motivating, nurturing and challenging children and adults to achieve their best • Knowledge of data management – ability to use assessment data to report on pupils' performance to the SLT and governors • Excellent ICT skills for teaching, learning and management • Confidence, clarity and decisiveness in making and carrying out decisions • Experience in working with other partners – Secondary / pre-academy / extended services / ITT provider	• • • • • • • •	•
Professional Ethos and Commitment	• High expectations for self and others and a strong commitment to raising achievements • Commitment to promote partnerships with parents/carers and the wider Community • High expectations of pupil behaviour and strategies to meet the personalised learning and emotional needs of every child	• • • •	

	• Commitment to equal opportunities within the whole academy development plan • Evidence of commitment to personal continuing professional development • Willingness to be involved in extra-curricular activities • Awareness and willingness to be involved in partnerships that support the academy	• • •	
Personal Qualities	• Approachable with excellent interpersonal and communication skills to a wide audience • A commitment to inclusive education and willingness to respond to the needs of individual learners with sensitivity • An ambitious and diligent professional who can motivate and inspire others including pupils, teachers, parents and governors. • Commitment to safeguarding and promoting the welfare of children. • Ability to promote and develop positive relationships within and beyond the academy • Ability to analyse, prioritise and meet deadlines • Resilient. Having the ability to remain positive with a cheerful disposition and retain your sense of humour! • Proven track record of achieving targets - tenaciously ensuring projects are seen through to completion	• • • • • • • •	