

**Role Profile:** Assistant Head of School  
**Salary:**  
**Reporting to:** Head of School  
**Responsible for:** Teaching staff and Support Staff

**Important Functional Relationships:**

**Internal** - Staff within Wave Mat Academy; Staff within the Academy

**External** - Headteachers and other school-based staff; Pupils and their Parents/Carers; FE Colleges and other Outside Providers; Other outside agencies, both statutory and non-statutory;

Professional, Administrative and Clerical staff within Children, Schools and Families; Staff within other Council departments. Local residents/ community

**Our Values:**

- **Teamwork**

We recognise that when we work together effectively we are stronger and more consistent.

- **Empathy**

Consider the consequences of my decisions, large and small on those around me.

- **Inclusivity**

Everybody is treated fairly and equally no one is marginalised or left behind.

- **Respect**

We will ensure that we have due regard for the feelings, wishes, or rights of others in every action we take.

- **Positive**

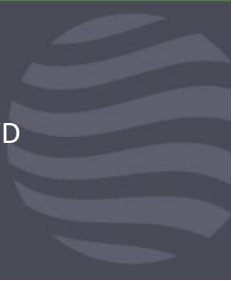
It is our intention to stay constructive, optimistic and confident both for and with our young people and their families.

We believe that the values that we embody in Wave MAT empower young people to succeed, these are the values we are looking for when we seek new staff.

**The Assistant Head of School is Responsible for:**

The Assistant Head of School will ensure that their leadership demonstrates commitment to promoting and developing existing good practice through the search for excellence in all areas of their work.

**The Key Responsibilities are:**



- Working in collaboration with the Head of School
- Use of accurate data to support strategies effectively
- Address under performance of groups and individual pupils
- Develop and implement strategies to improve students' communication, behaviour and academic achievement
- Manage pupil behaviour
- Design and implement policy and practice for Academy target setting, achievement and monitoring
- Ensure all students have an identified baseline level of entry from which to measure progress
- Ensure all pupils have subject specific individual minimum target levels and/or grades which reflect better than expected progress
- Ensure the progress of all pupils towards meeting their minimum target level and/or grade is reported regularly throughout the year
- Ensure parents, pupils and staff are informed of individual, class, subject and cohort progress towards individual targets and whole academy targets
- Ensure subject Leaders are held accountable for levels of progress within their subject area
- Ensure subject leaders are challenged and supported to raise standards of achievement and progress in their subject areas
- Regularly produce reports and analysis to ensure effective monitoring of student progress and outcomes
- Monitor systems, policies and documents to enable the sharing of good practice
- Work with staff, Academy partners and external stakeholders
- Liaise with HR to ensure full staffing at all times

**General Senior Leadership Responsibilities:**

- Create and foster an environment of reflective practice and CPD
- Lead by example in all aspects of personal and professional development
- Develop and maintain a culture of high expectations for self and others
- Update the Head of School, Executive Principal, other senior leaders and the Governing Body on the effectiveness of the provision.



- Lead by example as a teacher, and as a manager, achieving high standards of pupil attainment and progress, behaviour and motivation through effective teaching.
- Challenge under-performance at all levels and ensure corrective action and follow up
- Support the development and maintenance of Academy policies and practices to ensure consistent application
- Have a teaching commitment in line with Assistant Head of School status
- Plan, chair and organise team meetings as appropriate
- Sustain effective, positive relationships with all staff, pupils, parents/carers, Governors and the local community
- Liaise effectively with all stakeholders including parents/carers, feeder schools, business and community partners, in line with strategic objectives
- Maintain clear expectations and high standards of professionalism
- Attend academy events and activities as directed by the Head of School
- Contribute to support programmes for pupils and staff that may, on occasion, include weekends and holiday periods
- Any other reasonable duties as requested by the Executive Principal or Head of School

#### **Working with colleagues and other relevant professionals**

- Communicate effectively with other staff members
- Understand their role in order to be able to work collaboratively with Principals
- Collaborate and work with colleagues and other relevant professionals within and beyond the Trust
- Develop effective professional relationships with colleagues
- Establishing constructive relationships and communicating with other agencies/professional

#### **Whole-school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's Five Year Plan, policies, practices and procedures, so as to support the school's values and vision

#### **Health and safety**

- For lone working, ensure that you have read the appropriate policy
- Keep yourself safe

#### **Professional development**



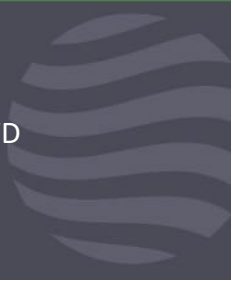
- Help keep own knowledge and understanding relevant and up-to-date by reflecting on own practice, liaising with your line manager, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from your line manager
- Take part in the school's appraisal procedures

### Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the Trust, and maintain high standards of attendance and punctuality
- Demonstrate Wave's Values, to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

### Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> <li>• Substantial experience in main stream/special school;</li> <li>• Display personal and interpersonal development and team-working skills;</li> <li>• Evidence of an ability to develop and maintain relationships with stakeholders built on honesty and integrity;</li> <li>• Pro-actively plan, organise and manage workload;</li> <li>• Display reflective practice and reflexivity;</li> <li>• Display Knowledge and understanding of appropriate use of ICT in an education setting;</li> <li>• Display regular evidence of initiative taking;</li> <li>• Display robust self-management skills with regard to problem solving;</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in SEN;</li> <li>• Knowledge and understanding of children with medical difficulties;</li> </ul>



	<ul style="list-style-type: none"> <li>• Experience of successfully working with children with Social Communication Needs, SEBD;</li> <li>• Proven record of behaviour management;</li> <li>• Experience of working with disaffected children either in a special or main-stream setting;</li> </ul>	
Education and Training	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Good Honours degree in a relevant discipline</li> <li>• Subject specific experience</li> </ul>	<ul style="list-style-type: none"> <li>• Further qualification relevant to post</li> </ul>
Special Knowledge and Skills	<ul style="list-style-type: none"> <li>• Robust self-management skills;</li> <li>• Proven ability to successfully teach a range of subjects at different key stages;</li> <li>• Knowledge of Performance Management and the ability to set and monitor appropriate targets;</li> <li>• Proven ability to lead on a core subject area;</li> <li>• Ability to use ICT both personally and in the classroom;</li> <li>• An awareness of assessment for learning and its contribution in raising standards of achievement;</li> <li>• Excellent interpersonal communication skills and the ability to form strong relationships with students, staff, parents and the wider community;</li> <li>• Adaptability and flexibility to embrace new developments to raise student attainment;</li> </ul>	<ul style="list-style-type: none"> <li>• Working knowledge of primary and secondary national strategies</li> </ul>
Any Additional Factors	<ul style="list-style-type: none"> <li>• Regular access to a car;</li> <li>• Current driving licence;</li> <li>• Motor insurance certificate with Business use;</li> <li>• Can work as a member of a team.</li> </ul>	

