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| **Job title** | **Assistant Headteacher - Teaching and Learning Lead** |
| **School** | **Fairstead Community Primary and Nursery School** |
| **Grade** | **Leadership Scale 4 - 8** |
| **Reports to** | **Headteacher/Governing Body** |
| **Responsible for** | **Teaching and learning** |

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| **Job purpose** |
| **Overview/Context** |
| To play a strategic role under the direction of the Headteacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing and holding staff to account, managing resources to achieve the aims and objectives of the school and monitor progress towards their achievement.  To lead in the quality of education by working collaboratively with the leadership team to identify, promote and develop excellent practice throughout the school in order to raise standards and set targets to secure school improvement. |

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| **Principal accountabilities** |
| **Under the direction of the Headteacher or deputy Headteacher:**   * Support the Headteacher and deputy Headteacher in the day-to-day management of the school * Communicate the school’s vision compellingly and support the Headteacher’s strategic leadership * Lead by example, focusing on providing excellent education for all pupils * Lead on particular whole-school strategies and policy areas * 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 |
| Managing staff  Under the direction of the Headteacher or deputy Headteacher:   * Assist with the selection and recruitment of new teaching staff * Performance manage middle leaders, 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 |
| 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 |
| Systems and processes  Under the direction of the Headteacher or deputy Headteacher:   * 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 |
| **Quality of education** |
| * Lead in delivering excellent teaching and learning * Lead in reviewing the teaching and learning policy * Monitor professional standards * Promote excellence and enjoyment * Model, support and promote excellent teaching and learning practice within the school * Maintain personal expertise take a leading role to ensure the quality of curriculum delivery |
| **Safeguarding**   * Deputise as a Safeguarding Lead by taking on DSL responsibilities in the absence of the Headteacher and Deputy Headteacher |
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| This role is regarded as being in regulated activity with respect to children. This post will require an enhanced DBS check with barred list. |

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| **Person specification** | | |
| **Qualifications** | **Essential (ü)** | **Desirable (ü)** |
| Qualified Teacher Status | **X** |  |
| Degree | **X** |  |
| Professional development in preparation for a leadership role |  | **X** |

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|  | **Essential** | **Desirable** |
| Knowledge/Skills | Ability to turn vision into reality  Ability to inspire and motivate others  Ability to coach and develop teaching and learning  Ability to understand, analyse and make effective use of a wide range of data  Ability to provide a safe environment to ensure the physical and psychological safety of children  Good knowledge and understanding of current educational thinking | **To ability to raise achievement in KS2 Reading:**   * Through a rigorous and sequential approach to the reading curriculum which develops pupils’ fluency, confidence and enjoyment in reading. * By ensuring reading attainment is assessed and gaps are addressed quickly * By developing children’s vocabulary |
| Teaching | Very successful teacher who enjoys being in the classroom and is enthusiastic.  Very strong classroom management skills.  Proven track record in contributing to raising levels of students’ achievement. | Teaching in more than one school  Successful experience of using ICT as a tool to enhance learning.  Successful experience of developing children’s behaviour for learning. |
| Leadership and Management | Effective middle or senior leadership experience  Effective strategic leadership skills.  A good understanding of self-evaluation and how this contributes to improvement planning.  Proven track record in contributing to whole school/key stage team improvement and raising achievement  Evidence of developing staff skills and capability.  Willingness to be held accountable through performance management and hold others to account to ensure consistency and high standards.  Ability to lead change at a whole school level.  The ability to lead and motivate staff and students. | Establish positive climate that encourages teachers to be reflective and find solutions.  An understanding of national initiatives and the consequences of these for senior leaders in schools.  Ability to translate coaching/co-coaching/ mentoring sessions into practical improvements in the classroom.  Ability and willingness to lead learning and teaching professional activities with staff. |
| Personal Qualities and Professional Abilities | Deal sensitively with people and help to resolve problems  Proven skills as a team builder and team player.  Ability to think creatively and to find win – win solutions to problems.  Ability to implement effective change and to see it through, ensuring outcomes are achieved.  Ability to relate to students in a positive and constructive way with a strong presence around the school.  Commitment to ongoing professional learning.  Good communication skills.  Optimism and the ability to generate optimism and enthusiasm in others.  Ability to inspire and support staff and command their professional respect.  Ability to achieve results. |  |
| Equal Opportunities | Commitment to equality of opportunity.  Commitment to race and gender equality and social inclusion | Experience of implementing strategies for social inclusion.  Understanding of the need to promote positive role models |

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| **Other job information** |
| **General information** |
| * The job description details the main outcomes of the job and will be updated if these outcomes change. * All work performed/duties undertaken must be carried out in accordance with relevant County Council and School policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve. * Job holders will be expected to understand what is meant by safeguarding vulnerable groups (children, young people and adults) and how to raise concerns. * Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management. |