



## **The Priory School**

### **Assistant Headteacher: Teaching and Learning L14- L18 Job Description**

#### **Specific Responsibilities**

The postholder will be responsible to the Headteacher and will demonstrate a genuine commitment to our Equality Policy and to the wellbeing and achievement of all students. The postholder will undertake the following responsibilities in order to fulfill our statutory requirements, school aims, policies and targets:

#### **Job Purpose**

- To raise standards and maximise student achievement by improving the quality of teaching and learning across the school.

#### **Key Processes**

**All members of the School Leadership Team are expected to contribute to the following processes:**

- Strategic planning.
- Standards monitoring, performance tracking and intervention.
- Effective line management, including appraisal.
- Assisting the Headteacher with staff recruitment in their areas of responsibility.
- Assisting the Headteacher with staff capability or disciplinary procedures in their areas of responsibility.
- Effective deployment of staff and ensuring value for money in relation to delegated budgets.
- To contribute to the school's ethos, ensuring that it is a disciplined, well-ordered place for purposeful learning.
- To ensure that the school aims are put into practice and lead the drive for continuous improvement.
- Production of reports for the Governing Board and attendance at full Governing Board meetings or committee meetings as required.
- Celebrating success and challenging inappropriate expectations, if necessary.

## **Key Areas of Responsibility**

The postholder will, under the Headteacher's overall direction, be expected to contribute to the leadership of the school on a range of issues. It is school policy to review and redistribute specific responsibilities within the SLT periodically. The responsibilities of this post are:

### **Teaching & Learning**

- To review best practice internationally and nationally with a view to using this to enhance teaching and learning across the school.
- To co-ordinate the embedding of Blended Learning and Thinking Matters.
- To develop and embed a wider understanding of metacognition in the development of student learning.
- To chair identified 'drive teams' to cascade best practice.

### **Assessment**

- To review, evaluate and embed a whole school feedback & marking process which takes into consideration the use of technology.

### **High Attainers**

- To co-ordinate an annual programme of quality assurance for those students identified as high attainers to ensure they are making at least expected progress.
- To analyse and track the aspirations and potential barriers to success faced by high attainers.
- To develop with the relevant Lead Practitioners an enrichment programme that supports and challenges the aspirations of those students identified as high attainers.

### **Staff Professional development**

- To audit and evaluate the professional development needs of teachers and support staff.
- To track the professional development of teachers and support staff to inform the school Appraisal process.
- To plan and co-ordinate the annual CPD programme for teachers and support staff.
- To ensure that the Early Years Career Framework is fully embedded and evaluated.
- To ensure that our ITT provision is planned and delivered to the highest standard.
- To embed a rigorous induction programme for all new teaching and support staff.

### **Lead Practitioners**

- To give strategic direction and hold accountable the Lead Practitioner team with responsibility for:
  - Blended Learning
  - High Attainers
  - Initial Teacher Training

### **Accountability & Reporting**

- To have a detailed understanding of the Ofsted framework and to contribute to the school self-evaluation process.
- To write an annual T&L action plan in line with the overarching objectives of the School Improvement Plan.
- To evaluate the impact of the T&L action plan and share with Middle and Senior Leaders.
- To attend the relevant Governing Board committees and share key evaluation on the impact of the T&L action plan.

**This job description should be read in conjunction with:**

- the Statutory Requirements contained in the current version of the School Teachers' Pay and Conditions document.
- the Teachers' Standards.
- the Priory School professional skills level descriptors (career stage expectations).
- the Priory School Professional Code of Conduct.

*The law requires this position to have an **enhanced** criminal background check. This is to protect children and vulnerable adults and to safeguard positions of trust. The position is, therefore, exempt from the Rehabilitation of Offenders Act. If your application is taken further you will be asked to declare details of any criminal record, even convictions that are 'spent' according to the act. If you are offered the post this information will be checked against Criminal Records Bureau files. You will be provided with full information at each stage.*

The Priory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please note that The Priory School operates a no smoking policy.



## **The Priory School**

### **Assistant Headteacher Person Specification**

#### **1. Educational Qualifications/Training**

- Honours Degree
- DfE recognised Qualified Teacher Status
- Relevant and recent CPD
- Further degree/professional qualification

#### **2. Professional Experience**

- An outstanding teacher with at least 5 years of successful teaching experience (all ability, 11-18 age range)
- An outstanding middle leader with at least 3 years' experience
- Proven track record of working through others to raise standards of student achievement
- Experience of managing a delegated budget
- Experience of constructive co-operation with parents and Governors (D)
- Experience of working with local, regional and national organisations that promote and support the development of young people (D)
- Leading/managing a whole school initiative/whole school change (D)

#### **3. Professional Knowledge and Understanding**

**The successful application will need to demonstrate knowledge and understanding of:**

- strategies for raising student achievement.
- effective practice and approaches to teaching and learning.
- how to lead whole school improvement and change.
- current educational trends and thinking.
- school self-evaluation processes and standards monitoring.
- data and information to effect school improvement.
- Ofsted framework for school inspection.
- effective working relationships with outside agencies.
- successful team leadership and performance appraisal.
- use of the stakeholder voice to inform school improvement initiatives.

#### **4. Personal Qualities and Skills**

**We are looking for someone who:**

- has a strong track record of effecting improvement.

- can lead, motivate, enthuse and inspire staff and students, and win the confidence of parents and Governors.
- has the ability to think strategically with imagination, vision, creativity and originality.
- is able to use ICT confidently.
- is reflective, self-critical, motivated and ambitious.
- has passion and believes that every student can succeed at The Priory School.
- is an effective communicator and presenter.
- can plan, organise and delegate effectively.
- possesses excellent inter-personal skills and can get people on board easily.
- can make tough decisions.

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