

Role: Assistant Headteacher – Teaching & Learning
Salary: L6 – L11 (£57,693- £65,188)
Reporting to: Principal

Job Description

Role Key Purpose

This role will hold responsibility for leading on Teaching and Learning and Quality of Education across the school including:

- Formulating the aims and objectives of the school;
- Establishing policies for achieving these aims and objectives;
- Managing staff and resources to that end;
- Monitoring progress towards the achievement of the school's aims and objectives;

The Senior Leader will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct;
- Build positive and respectful relationships across the school community;
- Serve in the best interests of the school's students.

Principal Accountabilities

School Improvement In co-operation with, and under the direction of, the Principal to:

- Support and secure the commitment of others to the vision, ethos, direction and policies of the school;
- Play a leading role in the school development plan and school self-evaluation planning process, and to take sole responsibility for appropriately designated aspects of it;
- Work in partnership with the Principal in managing the school through strategic planning and formulation of policy and delivery of strategy, ensuring management decisions are implemented.
- Attend Senior Leadership Team meetings and report back to staff when necessary; support the evaluation of the effectiveness of the school's policies and procedures;
- Lead by example when implementing and managing change initiatives; promote a culture of inclusion within the school community where all views are valued and considered;
- Ensure that parents are well informed about the school curriculum, its targets, student's progress and attainment and their part in the process of improvement.

Leading Teaching and Learning

Under the direction of the Principal, the Senior Leader will:

- be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community;
- with the Principal, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations;
- to ensure consistency and quality; sharing responsibility for the analysis of key school performance data to ensure improvement in standards is promoted;
- support the Principal in establishing a learning environment that helps students develop learning behaviours in order to learn more effectively and with increasing independence;
- support the day to day behaviour management of all students in the school in line with the behaviour management policy;
- lead the development of the curriculum including planning, recording and reporting, assessment for learning and the development of a creative and appropriate curriculum for all students;
- develop and review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards;
- ensure through leading by example the active involvement of students and staff in their own learning; raising standards of teaching and learning as well as staff knowledge and understanding;
- manage the performance of Teaching Assistants and all other supporting staff;
- establish and sustain high-quality teaching across all subjects and phases, based on evidence;
- ensure teaching is underpinned by subject expertise;
- effectively use formative assessment to inform strategy and decisions;
- ensure the teaching of a broad, structured and coherent curriculum;
- establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities;
- use valid, reliable and proportionate approaches to assessing students' knowledge and understanding of the curriculum;
- ensure the use of evidence-informed approaches to reading

School Culture and Behaviour

- Create a culture where pupils experience a positive and enriching school life;
- Uphold educational standards to prepare pupils from all backgrounds for their next phase of education, training and employment – and their future lives;
- Create and nurture a culture of staff professionalism, with a commitment to wellbeing;
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school;
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy;
- Ensure the culture of the schools reflects LSEAT's One Trust Culture and works with leaders and colleagues from other Trust schools to support school improvement.

Development and Support

- To support the induction of staff new to the school and those being trained within the school including, at times, undertaking the role of induction coordinator for ECTs and have responsibility for students on teaching practice and those undertaking work experience, as appropriate;
- To participate as required in the selection and appointment of teaching, associate and support staff, including overseeing the work of supply staff/trainees volunteers in the school;
- To be an excellent role model for both staff and students in terms of being reflective and demonstrating a desire to improve and learn;
- To take responsibility and accountability for identified areas of leadership;
- To work with the Principal to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance management;
- To lead the annual appraisal process for all identified staff;
- To engage with appropriate training opportunities to promote professional effectiveness in the role;
- To ensure staff have access to appropriate, high standard professional development opportunities;
- To keep up to date with developments in education;
- To seek training and continuing professional development to meet needs.

School Culture and Behaviour

Under the direction of the Principal, the Senior Leader will:

- create a culture where students experience a positive and enriching school life;
- uphold educational standards in order to prepare students from all backgrounds for their next phase of education and life;
- ensure a culture of staff professionalism;
- encourage high standards of behaviour from students, built on rules and routines that are understood by staff and students and clearly demonstrated by all adults in school;
- use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy.

Additional and Special Educational Needs and Disabilities (SEND)

Under the direction of the Principal, the Senior Leader will:

- promote a culture and practices that enables all students to access the curriculum;
- have ambitious expectations for all students with SEN and disabilities;
- make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate;
- make sure the school fulfils statutory duties regarding the SEND Code of Practice.

Organisational Management

Under the direction of the Principal, the Senior Leader will:

- ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of duty of care;
- manage staff well with due attention to workload;
- ensure rigorous approaches to identifying, managing and mitigating risk;
- allocate financial resources appropriately, efficiently and effectively;
- identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context;
- make sure these school improvement strategies are effectively implemented;
- be a proactive and effective member of the Senior Leadership Team and help manage the school effectively in the absence of the Principal.

- take responsibility for promoting and safeguarding the welfare of children and young people within the school.
- work with the Principal in establishing priorities for expenditure and monitoring the effectiveness of spending and usage of resources;
- lead regular reviews of school systems to ensure statutory requirements are being met and improved on where appropriate;
- promote and deliver effective communication with all staff and stakeholders of the school;
- working with the Principal, undertake key activities related to professional, personnel and HR issues;
- ensure a consistent approach to standards of behaviour, attendance and punctuality is implemented across the school;
- working with the Principal, ensure the day-to-day effective organisation and running of the school, including the deployment of staff as appropriate to make the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities.

Governance, Accountability and Working in Partnerships

Under the direction of the Principal, the Senior Leader will:

- understand and welcome the role of effective governance, including accepting responsibility;
- ensure that staff understand their professional responsibilities and are held to account;
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties;
- work successfully with other schools and organisations both within the Trust and externally;
- maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students.

Other Areas of Responsibility

The scope of this profile reflects the needs of the school at the present time; it is not intended to be a fully inclusive or exhaustive list.

The post holder may therefore be expected to work flexibly and perform other duties other than those given in the job description.

The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

The profile will be subject to continuous review as the needs and requirements of the school change over time.

Person Specification

Attributes	Essential	Desirable
Qualifications		
Qualified Teacher Status or QTLS	Yes	
Has gained or working towards an Honours Degree	Yes	
Evidence of recent and relevant further professional development	Yes	
Higher Degree or NPQH or commitment to achieve NPQH or equivalent within two years		Yes
Knowledge and Experience		
Understanding of current trends and policies in education	Yes	
School Development and Improvement planning within a primary, secondary or special school	Yes	
Curriculum development experience	Yes	
Senior Leadership Team experience in a primary, secondary or special school		Yes
Successful teaching experience in at least two schools or a significant variety of roles in the same school	Yes	
Leading teams effectively	Yes	
Proven track record in implementing strategies and interventions to rapidly raise achievement and standards	Yes	
Effectively tackling under performance in staff and students	Yes	
Developing and implementing school wide systems such as School Self Evaluation and Appraisal	Yes	
Effective working with variety of stakeholders such as students, parents and the wider community	Yes	
School Development and Improvement planning within a primary, secondary or special school		Yes
Skills and Competencies		
Outstanding classroom teacher and role model for others	Yes	
Able to inspire, challenge and motivate others	Yes	
Strategic planning and thinking	Yes	

Anticipate problems, develop creative solutions	Yes	
Set and achieve ambitious, challenging goals and targets for self and others	Yes	
Listen to and reflect on feedback from others	Yes	
Excellent presentation skills	Yes	
High level of oral, written and ICT skills	Yes	
Able to build and maintain positive relationships with individuals and groups	Yes	
Ability to manage change, conflict and empower others	Yes	
Prioritise, plan and organise self and others	Yes	
Good reasoning powers and ability to make balanced judgements in a variety of situations	Yes	
Use of Data including ability to analyse and form action plans		Yes
Ability to represent school at a local, regional and national level		Yes
Collaboration with others within and beyond the schools		Yes
Other Qualities		
Ambitious for the school and self	Yes	
Relentless optimism	Yes	
Genuine concern for the welfare of staff and students	Yes	
Able to work under pressure and manage own stress	Yes	
Willing to accept the demands and challenges of the post and respond in a flexible manner	Yes	
A strong sense of loyalty, integrity, enthusiasm and dynamism	Yes	
A strong sense of professionalism, commitment to upholding standards and setting an appropriate example	Yes	
An understanding of, and commitment to, the School's Equality and Diversity policies	Yes	
An understanding of, and commitment to, School's Health and Safety Policies	Yes	
The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	Yes	