



Job Description and Person Specification

Job Title: Assistant Head Teacher

Grade: L7-11

Reporting to: Headteacher

Hours: Full time

Location/Base: The Priory Centre, Wakefield

Overall Purpose of the Post:

This is an integral role and is an exciting and unique opportunity within The Priory Centre at a crucial time in our journey. As a member of the Senior Leadership team, you will be required to model best practice and lead in the monitoring, evaluating and improving the Quality of Education across the whole school and to be a leading professional, actively promoting effective teaching and learning practices across the school.

Main Duties and Responsibilities

- Inspire high quality teaching and learning through the modelling of outstanding practice, meeting the wide-ranging needs of all pupils through effective target setting and monitoring of pupil progress.
- Have a direct impact in raising achievements to the highest level for all children through uncompromising high ambition of staff and pupils.
- Assist the Head Teacher; having a direct impact in raising achievements to the highest level for all children through uncompromising high ambition.
- Be a lead professional and positive role model within our community; helping others to recognise difference and respect cultural diversity.

- Take full responsibility for leading and managing a significant aspect of the strategic leadership and performance of the School, under the overall direction of the Head Teacher.
- Deputise for the Head Teacher / Deputy Head Teacher when required.
- Lead by example in determining the professional conduct and practice of all staff to the highest standard.
- Promote a climate in the school which enables all pupils to learn and make progress.
- Teach and undertake the professional responsibilities of the Assistant Head Teacher in accordance with the Teacher's Pay and Conditions document as directed by the Head Teacher.

Leadership and Management

- Lead, develop and implement quality assurance processes to monitor and evaluate standards across the whole school and actively model and promote effective teaching and learning practices.
- Assist the head teacher in shaping a vision for the curriculum for all groups of pupils, exemplifying high expectations and with a clear focus on teaching, learning and progress.
- Play a significant role in setting aims and objectives and in formulating, implementing and reviewing the impact of School Development Plans.
- Inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of pupil discipline, offering guidance and support to colleagues.
- Take a significant role in the implementation of the school's Performance Management and Appraisal policy, to secure school improvement and individual professional development.
- Identify and address aspects of training needs for the staff team ensuring that continued professional development has a direct impact on the development of provision and outcomes for pupils.
- Make a significant contribution to the planning and delivery of continuing professional development programmes, including the planning and coordination of training, the delivery of INSET and working with individuals and teams within the School on a variety of professional development activities.
- Contribute to and lead elements of School self-evaluation and development planning processes.
- Actively promote equality of opportunity by assisting the Head Teacher in ensuring the school provides the best possible education for all its pupils.
- Assist the Head Teacher in all aspects of the day-to day leadership of key areas of responsibility, in line with School and need.
- Develop, implement and quality assure effective systems of communication, including reports to key stakeholders.
- Support the Head Teacher and IMB as appropriate with the selection and recruitment of staff to the school.

Teaching and Learning

- Strategically lead, develop and manage Quality Assurance processes to monitor and evaluate standards across the whole school and be a leading professional actively promoting effective teaching and learning practices.

- Ensure the highest standards of teaching and learning by planning effective CPD, identified through quality assurance processes and monitor the impact of this on pupil progress.
- Offer leadership, guidance and support to staff in relation to teaching and learning and positive behaviour management to improve their own classroom practice.
- Provide opportunities for observation of colleagues including visits to other schools in order to share best practice.
- Keep up to date with new initiatives, attending relevant training and disseminating information to staff.
- Undertake responsibility for the effective teaching and learning of classes or groups of pupils, ensuring that the pupils have an appropriate, broad and balanced education.
- Set the highest possible standards of classroom practice and management as an exemplar to other colleagues.

Pupil Progress

- Take responsibility for tracking and target setting processes, including the analysis of assessment and progress data for all pupils, as well as a deeper analysis of all vulnerable groups, including pupils entitled to pupil premium and CLA.
- Provide leadership, guidance and support to staff in order to plan and implement effective interventions for underachievement and monitor the impact of these interventions on pupil progress.

ITT/NQT

- Lead on the training and induction of NQTs and ITTs.
- Develop and deliver a programme of support for NQTs and ITTs.
- Develop and implement quality assurance processes to monitor the work of NQT/ITT mentors.
- Ensure the timely completion of all paperwork associated with NQTs and ITTs.
- Liaise with a range of external organisations to ensure a high quality and coherent training programme is delivered.

Stakeholder Voice

- Strategically lead on working with all stakeholders to gather their views about the school.
- Drive and monitor the impact of developments informed by stakeholder voice feedback.
- Strategically lead and evaluate whole school initiatives in parental engagement to demonstrate significant and sustained improvements across all groups, with a particular focus on curriculum activities.

Systems and process

- Ensure that the School's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their social, emotional and mental health and wellbeing in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any

under-performance, supporting staff to improve and valuing excellent practice.

- Welcome strong governance and work with the IMB in their role – in particular their functions to set school strategy and to hold the Assistant Head Teacher to account for quality and standards.

General

- Other duties and responsibilities of an equivalent nature are undertaken, as may be determined by the post holder's supervisor from time to time, in consultation with the post holder.
- Carry out your duties with due regard to current and future School policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, induction and on-going performance development and through School communications.
- As part of your wider duties and responsibilities you are required to promote and actively support the Council's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It is about everyone who may be vulnerable, including staff.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Equality and Diversity Statement

The school will seek to ensure that all existing and potential employees and students are given equal opportunities for employment and education. It is committed to the elimination of unlawful or unfair discrimination on the grounds of any of the protected characteristics (as defined by the Equality Act 2010). The school will seek to ensure that no applicant for employment or education is disadvantaged by conditions or requirements which cannot be justified. The school provides an open, welcoming and safe environment for all its pupils, employees and visitors.

Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. We adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The intention is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice. Employees are required to undertake appropriate safeguarding and other checks which may include:

- Evidence of entitlement to work in the U.K.;
- Evidence of essential qualifications;
- Two satisfactory references;
- Formal interview process which may include tasks;
- Confirmation of medical fitness for employment;
- Registration with appropriate bodies (where applicable);
- Evidence of a satisfactory safeguarding enhanced Disclosure and Barring checks.

Applicants called for interview should note that the interview itself (and/or any additional tasks to be performed, if applicable) will, as appropriate to the role:

- Focus on the requirements to carry out the duties of the job, as described;
- Explore issues relating to the safeguarding and promoting the welfare of children, including:
 - Motivation to work with children and young people;
 - Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
 - Emotional resilience in working with challenging behaviours;
 - Attitudes to use of authority and maintaining discipline.

Prevent Statement

All employees are required to uphold the values of democracy, rule of law, individual liberty and tolerance and have mutual respect for those with different faiths and beliefs.

Application Details

Applicants for this post are asked to:

1. Complete the application form
2. Complete the equality and diversity forms;
3. Include a supporting statement as part of your application or in a supporting letter of application if you consider it useful.

Person Specification

Assistant Head Teacher L7-11

Key Criteria	Essential	Desirable	Identified
Knowledge, Education and Training	1.1 Qualified teacher status. 1.2 Have evidence of recent, relevant CPD to fulfil the requirements of the role. 1.3 NPQSL qualification, or a willingness to undertake this.	1.4 Evidence of post-graduate study.	Application Form / Selection Process / Interview
Relevant Experience	2.1 Proven and substantial experience of a successful teaching career. 2.2 Successful experience in a leadership role, with broad experience of successful whole school responsibility. 2.3 Have experience of leading, developing, delivering and evaluating effective strategies for learners with SEN, in particular pupils with SEMH needs. 2.4 Knowledge of the schools' Ofsted Inspection criteria and processes. 2.5 Experience of strategic planning and review. 2.6 Experience of developing and implementing strategies for school improvement, including data analysis, target setting and strategies for improving the quality of teaching and learning for all pupils. 2.7 Ability and commitment to work flexibly and collaboratively as part of a team whilst taking a leading role when required. 2.8 Experience of working with professionals and colleagues in other schools and services to improve academic and social outcomes for all pupils. 2.9 Experience of setting ambitious standards for all pupils, overcoming disadvantage and advancing equality, ensuring the accountability of staff for the impact of their work. 2.10 Experience of implementing clear policies and practices throughout the school, including monitoring and evaluating their impact.	2.13 Successful experience of developing and implementing a broad curriculum model at whole school level. 2.14 Experience of writing and developing personalised curriculum plans for individual students based on need.	

	2.11 Experience of implementing rigorous, fair and transparent systems for managing the performance of staff, addressing under performance, supporting staff to improve and valuing excellent practice. 2.12 Evidence of working with parents and the community / wider stakeholders as partners in learning.		Application Form / Selection Process / Interview
Aptitudes, Skills and Competencies	3.1 Demonstrate enthusiasm for, and commitment to, the role; along with reliability, integrity and a passion for education. 3.2 Ability to engage and motivate staff, in a happy and supportive working environment, to achieve the highest standards in all aspects of school life. 3.3 Ability to demonstrate best practice with regard to safeguarding, child protection, safer recruitment and safeguarding policies and procedures. 3.4 A team player with strong leadership and empowerment skills. 3.5 Ability to create and sustain a strong, positive personal impact, conveying authority, confidence, approachability, warmth and humour. 3.6 Develop, maintain and use an effective network of contacts across all agencies and communities with whom the school interacts. 3.7 Emotionally intelligent and perceptive. 3.8 Reliable and trustworthy, adaptable and flexible. 3.9 Demonstrate energy, dynamism and resilience through a proactive and positive approach to problem solving. 3.10 Ability to work calmly under pressure, prioritise workload and consistently meet deadlines.		
Any additional factors	4.1 Act as a role model and represent the school professionally, both internally and externally. 4.2 Understanding and commitment to working in line with legislation and school policies and procedures. 4.3 Commitment to ongoing personal training and development. 4.4 Full driving licence with business insurance along with a willingness to transport pupils in own vehicle on occasion. 4.5 Willingness to work outside of normal school hours as required.		

	4.6 Willingness to undertake an enhanced Disclosure and Barring Service check, pre-employment and two yearly. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.		
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We recognise and welcome our responsibility to remove any barriers found in our recruitment and selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please inform us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.