

THE SELE SCHOOL



JOB DESCRIPTION

Assistant Headteacher

Reports to:	Deputy Head
Working hours:	Full time
Salary/Grade:	L10 – L15 (£53,888 - £60,744)

JOB SUMMARY

The core purpose of the post is to assist the Headteacher in leading the school to achieve its strategic plans and implement the school vision and School Improvement Plan (SIP). All members of the leadership team should hold and reflect the highest possible standards including the health and safety of all stakeholders. All teachers at The Sele School are expected to uphold the school vision and ethos on a daily basis through their professional conduct.

This job description is not a comprehensive definition of the post. It will be reviewed on a regular basis and it may be subject to modification or amendment at any time. The specific roles of the Assistant Headteacher will be decided in discussion with the Headteacher and other senior leaders as appropriate. All SLT members will be expected to comply with any reasonable requests from the Headteacher or Governors to undertake work that is not specified within this job description

Strategic Leadership

- Support and assist the Headteacher in leading and managing the school
- Be responsible for implementing the policies of the school
- Ensuring that safeguarding and child protection are paramount in the roles and awareness of each member of staff
- Role model the school vision and values on a daily basis and maintain the highest professional standards
- Provide clear strategic direction for the school that achieves the highest quality educational provision
- Ensure that the school benefits from a rigorous self-evaluation framework that substantially contributes to raising standards
- Play a key role in quality assurance in your areas of responsibility and supporting self-evaluation and improvement in areas of line management
- Keep under review the work and organisation of the school and monitor and evaluate the effectiveness of it, challenging leadership at all levels
- Line manage and oversee appraisal your school improvement team of middle leaders and other staff ensuring they are driving the school improvement plan and are flourishing in their roles
- Engage parents and the community to support and work with the school to drive improvement

Quality of Education

- Be an outstanding teacher
- Motivate the staff and pupils to have a shared culture of ambition consistent with the school's vision and values
- Recognise and encourage the talents of staff and pupils
- Promote a culture of I am not led, I lead
- Role model and coach others (staff and pupils) into effective models of leadership
- Play a lead role in the development of teachers and other staff
- Ensure that staff are consistently supported to be at their best, by contributing to induction, to continuing professional development
- Ensure consistent practices are developed across the school and across departments
- Working with other local schools to develop and reflect on our practice and, in return, support other schools where appropriate

Behaviour and Personal Development

- Maintain a secure, caring, welcoming, happy, stimulating and challenging learning environment
- Ensure high standards of behaviour for learning and drive improvement of whole school behaviour through the Behaviour Policy
- Have high expectations, lead by example and challenge inconsistent practice
- Promote the well-being of all staff and ensure workload is manageable
- Provide a significant presence around the school at all times throughout the day
- Ensure effective partnership working with all stakeholders (parents, carers, professionals, external agencies, and statutory bodies) to secure best outcomes for students' personal development
- Report to Governors Committee for Personal Development, Behaviour and Attitudes on all matters relating to transition and personal development
- Line Manage the careers provision across key stages in line with the expectations of the Gatsby benchmarks
- Have strategic overview of inclusion across the school including alternative provision

Safeguarding

- Play a key role within the designated safeguarding team
- To be fully aware of and understanding the duties and responsibilities arising from the Children's Act 2004 working together in relation to child protection and safeguarding children and young people
- To be fully aware of the requirements as set out in Keeping Children Safe in Education, September 2021 with a focus on online safeguarding

Health and Safety

- Have due regard for the school Health and Safety policy and any such issues particular to their subject
- Follow school procedures for reporting Health and Safety incidents or near misses
- Familiarise yourself with fire regulations and procedures
- Have due regard for student safety and report any concerns to the appropriate school body

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

APPENDIX 1

Teacher Standards

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part one: Teaching

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

DfE: with effect from 1st September 2012

[Professional Standards for Post-Threshold Teachers

1. Professional Attributes
 - Contribute significantly to implementing the School Development Plan and to promote collective responsibility for its implementation.
2. Professional Knowledge and Understanding
 - Teaching and learning
 - Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to ensure all groups of pupils make good or better progress.
3. Planning
 - Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of the learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
4. Assessment and monitoring
 - Have an extensive knowledge and well-informed understanding of the assessment requirements, qualifications, specifications, arrangements for subjects/curriculum areas they teach, including those relating to public examinations and qualifications, and ensure their suitability for meeting learners' needs.
5. Subjects and Curriculum
 - Have an excellent subject knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.
 - Professional Skills
6. Teaching
 - Have teaching skills which ensure all groups of pupils make good or better progress (relative to their prior attainment, making progress as good as, or better than, similar learners nationally).
7. Team working and collaboration
 - Promote collaboration and work effectively as a team member.
 - Contribute to the professional development of colleagues through coaching and mentoring, demonstrating good practice, and providing advice and feedback.