



Dream Reach Achieve

Whittington Green School

Assistant Headteacher – Student Progress and Outcomes

Salary: L10 – L14

Contract type: Permanent

Reporting to: Headteacher

Responsible for: Student Progress

Job Purpose

To be a member of the Senior Leadership Team at Whittington Green School.

To lead on the development of the school processes and systems for student progress and outcomes.

Key Responsibilities

The Assistant Headteacher will support the Headteacher and Deputy Headteacher in:

- Communicating the school's vision compellingly and supporting the Headteacher's strategic leadership.
- The day-to-day management of the school.
- 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 Assistant Headteacher will also have a timetabled teaching commitment of 50%, complying with the Teachers' Standards and modelling best practice for others.

They may also be required to undertake any of the duties delegated from the Headteacher.

Qualities

The Assistant Headteacher 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.

School culture and behaviour

Duties and responsibilities

Under the direction of the Headteacher or Deputy Headteacher, the Assistant Headteacher will:

- Create a culture where students experience a positive and enriching school life.
- Uphold educational standards to prepare pupils from all backgrounds for their next phase of education and life.
- Ensure a culture of staff professionalism.
- Encourage high standards of behaviour from pupils, 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.

Organisational management and school improvement

- Establish and oversee systems, processes and policies so the school can operate effectively.
- Ensure staff and students safety and welfare through effective approaches to safeguarding, as part of duty of care.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure effective use of budgets and resources.
- 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.

Staff management and professional development

- Performance manage middle leaders, including carrying out appraisals and holding staff to account to their performance.
- Manage staff well with due attention to workload.
- Ensure staff have access to appropriate, high-standard professional development opportunities.
- Keep up to date with developments in education.
- Seek training and continuing professional development to meet their own needs.

Governance, accountability and working in partnership

- Work with the governing board as appropriate.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Work successfully with other schools and organisations.
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students.

Data

The Assistant Headteacher will:

- Lead on the whole-school data strategy, ensuring it is rigorous, well-evidenced and is easy to communicate to students and parents.
- Track and analyse student performance data, paying particular attention to disadvantaged groups such as those eligible for the pupil premium, with special educational needs, or who speak English as an additional language.
- Plan and implement interventions for those students who are not progressing.
- Provide training and support for teachers and support staff on administering the data collection and analysis systems effectively e.g. Arbor and Sisra.
- Through work with the Curriculum Leaders, ensure that this data is used effectively to raise standards of achievement and attainment at all key stages.
- Work closely with Teaching, Learning and Assessment lead to ensure that this data is used effectively to inform and improve standards and the quality of teaching across the school.
- Provide timely data and data analysis to Curriculum Leaders, SLT and Governors.
- Lead on the strategic use of data by Curriculum Leaders and SLT to track, monitor and support groups and individual students.
- Implement tracking systems, monitoring and evaluating their effectiveness and impact in raising attainment.
- Analyse data from all internal and external assessments and progress data (exam results, SISRA etc).
- Lead on target setting for whole school and subject areas with Curriculum Leaders and the Headteacher.
- Support teaching staff to develop their use of data to set and achieve challenging targets for all students.
- Monitor and evaluate academic standards, achievement and progress across the whole school.
- Ensure consistency, transparency and effectiveness in the use of data across the school.
- Line management of Progress Leaders to ensure the gap between PP and non-PP is closing.
- Line management of the Lead for Parental Communications and Exams.
- Line management of Admin support for exams and data.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

All staff have a statutory responsibility for the safeguarding of children and the promotion of their welfare. This means that at all times, staff must consider what is in the best interests of our children and young people. In order to fulfil this responsibility effectively, all staff are required to:

- Ensure that they are aware of the school policy and procedures for child protection and safeguarding.
- To become aware, by attendance at relevant training, of the signs and symptoms of abuse.
- To attend annual refresher training as required and to have completed the online Safeguarding and Prevent training.
- To report all causes for concern to the Designated Safeguarding Lead
- To ensure the safety of all students in the school learning environment both indoor and outdoor.

- To carry out or contribute to risk assessments as required.

All staff are required to adhere to the spirit and letter of the School's Equality Policy, to respect all aspects of diversity, to ensure no conscious discrimination and to challenge potential unconscious discrimination on the grounds of any protected characteristics.

All staff are required to maintain an up-to-date knowledge and understanding of all Health and Safety policies and/or legislation relevant to their role, and to notify their line manager in writing if they require additional training or support.

All staff are expected to:

- Work in accordance with the school's aims and policies.
- Work towards creating a pleasant and welcoming environment throughout the school.
- Contribute to the school's guidance and support programme.
- Demonstrate a commitment to the use of ICT to enhance teaching and school systems.
- Undertake a teaching responsibility.

All staff are required to undertake any reasonable duties or roles at the request of the Headteacher.



Person Specification – Assistant Headteacher – Student Progress and Outcomes

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	Essential	Desirable
Educational Qualifications		
Qualified Teacher Status.	X	
Degree or equivalent in Maths or Science.		X
A recent, relevant record of Continuous Professional Development.	X	
Evidence of commitment to higher level professional development e.g. master's degree, NPQLT etc.		X
Professional Experience and Knowledge		
Experience of leading improvement at Middle Leadership level (quality, sustained impact and learning are considered more important than number of years' experience) Knowledge of: <ul style="list-style-type: none">• School accountability measures.• Data collection tools and analysis (target setting, comparative performance, prior attainment, etc).	X	
Evidence of outstanding leadership, vision, drive and impact.	X	
Developing and leading the implementation of strategies to secure improvement.	X	
Successful and structured delivery of outstanding achievement and attainment.	X	
Professional Skills		
Hold and articulate clear values and moral purpose, focused on excellent educational provision for the young people we serve.	X	
High level communication skills, ability to build relationships, bring people with you, keep people informed and hold them to account.	X	
The ability to learn quickly, assimilate ideas, generate understanding, be challenged and be flexible.	X	
The ability to lead, manage, influence and challenge others.	X	
The ability to mentor, teach and motivate professionals to achieve individual and collective targets.	X	
Evidence of having used data to bring about real, impactful improvement.	X	
Personal Qualities		
Unwavering commitment for the best possible provision for young people.	X	
A team player and networker who collaborates with, involves and informs others and who can shape discussion, negotiate and influence.	X	
Management ability and experience, evidenced understanding of how to pull ideas through into practical impact and take others with you.	X	
High level analytical skills.	X	
Excellent interpersonal skills.	X	
Excellent ability to communicate verbally and write coherent reports for a range of stakeholders including governors and external agencies.	X	
Excellent time management and prioritisation skills and flexibility.	X	
The ability to be positive in the face of challenges and adversity.	X	
Personal Circumstances		
Senior leadership posts at this level require a significant commitment beyond the school day, and term time. Assistant Headteachers attend and contribute to governor meetings; they attend after school events/productions on a regular basis and plan for the next school year.		