

TEACHING STAFF
JOB DESCRIPTION

ROLE TITLE	Associate Assistant Headteacher (English)
CONTRACTED HOURS	Full time
LOCATION	Felixstowe School
GRADE / SCALE POINT – SALARY	Leadership scale 9-13
REPORTING TO	Deputy Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

- To develop and implement teaching and learning initiatives and strategies throughout the department and school which raise the teaching practice of all members of staff and therefore raise student standards and progress;
- To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners, ensuring a centre of best practice and excellence;
- To take a lead role, working closely with the senior leadership team and other leading practitioners in developing, implementing and evaluating policies and practice that lead to school improvement;
- To undertake research into best practice in other schools;
- To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues;
- To develop high quality teaching materials and schemes of learning;

- To use local and national statistical data and other information, in order to provide a comparative baseline for evaluating learners progress and attainment, a means of judging the effectiveness of their teaching, a basis for improving teaching and learning;
- To support underperforming teachers to enable them to improve their practice;
- To lead on the induction, support and CPD of all newly qualified teachers and liaise with all relevant external organisations;
- To support the Trust's Initial Teacher Training programme and liaise with all relevant external organisations as required.

KEY TASKS & RESPONSIBILITIES STRATEGIC DIRECTION AND DEVELOPMENT

- Direct line management and leadership of English, ensuring the highest standards of teaching, learning and achievement is secured and to lead in the monitoring, evaluation and review of quality of education and personal development, behaviour and attitudes within English and other areas of responsibility.
- Lead and develop our Reading Room facilities and to lead on whole school literacy and reading.
- To play a leading and highly visible role in the day-to-day management of English.
- To lead on a whole school responsibility, as determined by the Head Teacher and in relation to the areas of development in the school improvement/development plan
- To oversee the strategic management of data, assessment and target setting (including reporting achievement data to governors and external bodies as required), working with the Deputy Headteacher and Headteacher to set challenging and aspirational targets within designated subject area.
- To establish successful raising achievement plans and intervention programmes for Years 7- 11 within English and any other areas of responsibility.
- To establish, within English, a range of successful intervention programmes to close the gap, with particular focus on specific groups of students, to include: SEN, EAL and More Able.
- To ensure that a bespoke CPD plan is designed to support the growth of the team and remain the expert in the curriculum/ school improvement/or specific area of learning,
- Keeping abreast of national developments, new methodologies and changes to specifications/policy or accreditation and respond to them.
- Lead on the production, live update and evaluation of development plans and provide School leaders (including the Local Governing Body) with an appropriate strategic overview and evaluative evidence of curriculum/school improvement focus/area performance.
- Represent the School as a highly competent professional, broker links with outside agencies/ other providers/multiagency and educational network.
- Provide coaching and mentoring to other middle leaders, share expertise in departmental improvement.
- Develop and implement an inspirational enrichment offer and robust assessment which ensures progression and meets the needs of all learners and to implement, monitor, evaluate an inspirational and progressive curriculum Year 7-11, which covers SMSC and makes meaningful links with careers.
- Attend SLT meetings as invited.
- Undertake lunch duties and on call as required.

LEADING, MOTIVATING AND DEVELOPING

- Have a proven track record of effective leadership.
- Demonstrate teaching skills which lead to excellent results, excellent and innovative pedagogical practice and deliver model lessons as required.
- Carry out subject/quality assurance activities e.g. classroom observations;
- Lead professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice (e.g. coaching, mentoring, induction);
- Disseminate materials and advise on practice, research and CPD provision.
- Promote and model the commitment that every student is supported through high standards of behaviour and safety – ensuring teaching is effectively scaffolded differentiated to support students' social, emotional needs, mental health and wellbeing.
- Develop institutional resilience and capacity across the curriculum teams/areas of learning, to enable staff to fully engage all students in effective learning.
- Role model positive interaction with young people – using praise, encouragement and recognition as the norm.
- Contribute to the development of policies and practice which promote inclusion, equality and the extended services that the school offers.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Degree or equivalent • Established and evidenced practice as an outstanding teacher 	
Teaching and Learning (professional development)	<ul style="list-style-type: none"> • Evidence of a commitment to own professional development • Evidence of effective leadership experience • Outstanding classroom practitioner • Proven ability to raise standards in classrooms other than their own • Experience of leading teaching and learning initiatives beyond their own classroom • Excellent understanding of the components which comprise outstanding teaching and learning • Experience of giving effective feedback to colleagues about professional performance • Experience of coaching and mentoring colleagues • Experience of conducting lesson observations 	
Knowledge	<ul style="list-style-type: none"> • Use of assessment and attainment information to improve practice and raise standards • Use of strategies to promote good learning relationships and high attainment in an inclusive environment • Vision for the developments of teaching and learning • Strategies to enhance teaching and learning • Use of intervention strategies to address identified issues for development 	

	Awareness of the latest developments and initiatives in education	
Skills and Experience	<ul style="list-style-type: none"> • Excellent interpersonal and communication skills • The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience • Evidence of developing and using high quality learning strategies and monitoring learner progress to raise attainment • Evidence of high achievement in teaching across the Key Stage / curriculum area • Evidence of working effectively as a middle manager or currently leading a key responsibility/development within a team • Evidence of working effectively as a personal tutor • Experience of contribution to the professional development/mentoring of colleagues • Effective use of Assessment for Learning to engage learners as partners in their learning • Ability to establish curriculum development, assessment, co-ordination and coaching • Ability to plan and resource effective interventions to meet curricular objectives • Experience in development of partnerships with other schools, businesses and both the local and wider community 	