Shaw Education Trust

Careers
at Shaw Education Trust

Job Title:	Associate Assistant Headteacher
Grade:	Leadership
Salary:	Competitive based on experience
Conditions of Service:	STPCD
Responsible to:	Headteacher

Job Purpose

The core purpose of the Associate Assistant Headteacher, is to provide professional leadership and management of the cluster of subjects they are leading. This involves providing a vision, achieving a commitment to a set of values and guiding and inspiring colleagues to secure high standards of teaching and learning, the effective use of resources and improvement in standards of learning and achievement for all pupils.

Key Responsibilities

Teaching and Learning:
- To lead the specified cluster of subjects in partnership with the Assistant Headteachers to ensure outstanding provision for all students, and to be involved in further recruitment to the cluster.
- Provide vision, leadership and day-to-day operational management of colleagues within the Cluster, including the effective deployment of staff and resources.
- Lead by setting an example, achieving your own high standards of classroom practice.
- Monitor the quality of teaching within the Cluster in liaison with the Heads of department.
- Ensure your Cluster staff prepare informative and constructive reports for parents/carers that identify how each student is performing, and how they can improve within the classroom.
- To ensure high standards and expectations are driven across the Cluster.
- To ensure all the Cluster staff plan, prepare and mark class work and home learning for all classes according to Academy policy, ensuring all students make at least good progress and are engaged in their learning.
- To monitor and support the overall progress and development of students within your class and colleagues classes within the Cluster in line with national expectations.
- To monitor the progress of subjects within the Cluster liaising with the Assistant Headteachers, Year Teams, parents/carers and other stakeholders.
- Develop and implement policies and practices for the Cluster which reflect the School's aims and ethos.
- Co-ordinate the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment.
- To create a stimulating and encouraging environment across the Cluster where students are engaged and keen to learn.
- To work to promote the Cluster subjects, which are also a good option choice for study in further education.
- To demonstrate high ambition, high expectations and drive in your role at all times.
- To contribute to the wider life of the school ensuring a vibrant enrichment and extracurricular programme within the Cluster.
- Produce an annual Cluster improvement plan which is designed in conjunction with the school improvement plan and academy-evaluation form.
- Contribute to school evaluation processes and keep the work of the Cluster under review.
- meet the needs of all pupils, including the management of behaviour and its impact on learning

- organise educational enhancement where appropriate and necessary (e.g. booster classes, trips/visits)
- To give a strategic lead on all matters relating to the school's management of teaching and learning in conjunction with Assistant Headteacher Curriculum and Progress.
- Lead the teaching and learning vision for the Cluster in conjunction with Heads of Department.
- To support Deputy Headteacher Quality of Education, as directed by the Headteacher, to support improvements of outcomes across the Cluster and school.
- To lead and manage the Heads of Department in relation to teaching and learning ensuring all policies and procedures are fully embedded across the Cluster and priorities are clearly defined.
- To encourage students' engagement with the education process by supporting an appropriate curriculum for all learners.
- To oversee analysis of teaching and learning data and action plan accordingly.
- To work in conjunction with Assistant Headteachers Curriculum & Progress to support teacher improvement interventions across the Cluster.
- To identify teachers' professional development needs in relation to teaching and learning policy and practice and develop a Cluster CPD calendar that is bespoke and relevant to the School's needs.
- To guide and motivate the Heads of Department, addressing any training and development needs that relate to teaching and learning and data analysis.
- To work with members of the Senior Leadership Team to formulate aims, objectives and strategic plans for teaching and learning and data analysis reflecting the needs of the school.
- To keep up to date with national developments in teaching and learning and attend relevant training.
- To provide half termly data on teacher performance across the Cluster along with RAG rated quality assurance, providing data for SLT and Progress Board.
- To lead and support the provision of teaching and learning practice to students across the Cluster, including delivery of teaching and learning assemblies and inputs to parents and carers.
- To liaise with relevant members of the SLT to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Improvement Plan.
- To contribute to the development and delivery of statutory whole school curriculum strands
- To lead curriculum development for the Cluster which ensures effective progression across all key stages
- To actively monitor and respond to curriculum developments and initiatives at national, regional and local levels

Leadership and Management:
- Facilitate leadership of Cluster, ensure rigorous behaviour systems are sustained and students are making good academic progress
- Coach, observe and motivate teachers within the key stages
- Regularly analyse student performance data, reviewing attainment, progress and behaviour, including the performance of specific groups within the year group, especially children in receipt of free school meals, pupil premium funding, or looked after children, and act accordingly
- Be proactive in the social, emotional and academic wellbeing of students, in collaboration with other staff members and other external agencies, as appropriate.
- Foster a strong sense of school community and ethos among both staff and students

- Establish positive working relationships with parents and carers of the Cluster and communicate regularly with them
- Act as a positive role model to staff and students, communicating the highest expectations of behaviour, attendance and punctuality
- Implement and reinforce a consistent behaviour policy and system of rewards and sanctions, characterised by consistent, orderly behaviour and caring, and respectful relationship

Qualities and Knowledge:

Promote and safeguard the welfare of children and young persons.

Assist with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Contribute to the overall ethos/work/aims of the academy.

Attend relevant meetings as required.

Participate in training and other learning activities and performance development as required.

Recognise own strengths and areas of expertise and develop all staff in order that they maximise their own potential.

Other General Responsibilities
- Represent the agreed values and vision of the SLT to the school community and be seen to be translating the school's vision and values into practice.
- Demonstrate and role model constructive leadership behaviours.
- Promote, contribute to, and lead any staff INSET or induction as may be required.
- Support and encourage staff at all levels and have concern for their welfare.
- Organise, attend and assist with major school events as required.
- Help to maintain standards of student dress, punctuality etc.

Support to School (this list is not exhaustive and should reflect the ethos of the school)
- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

Safeguarding
- Take overall responsibility for promoting the safety and welfare of all pupils.
- Create an organisational culture which is vigilant to and monitors and prioritises the safeguarding of pupils above all considerations.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to including Prevention

This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

Qualifications and Experience

Qualifications/Training
- Qualified Teacher Status
- Degree educated
- Evidence of regular and appropriate professional development towards a leadership role.
- Evidence of recent management development
- Evidence of safeguarding and safer recruitment training
- Evidence of recent management development

Experience / Knowledge / Skills
- Evidence of consistently good or outstanding teaching and learning across Key Stages (4,5)
- Evidence of good or outstanding classroom skills
- The Ability to use ICT effectively to engage pupils and use new and emerging technologies to support teaching and learning
- The ability to create effective, engaging and differentiated lesson plans
- The ability to use assessment to inform planning for good teaching and learning
- The ability to differentiate materials to meet the needs of all learners particularly those who may require alternative methods of teaching and support (e.g. SEN or high attainment)
- Experience of curriculum innovation
- Experience of raising standards of achievement for all pupils
- Strategies for raising achievement and achieving excellence
- Experience of designing, implementing and evaluating successful interventions, following the effective use of data to track and monitor the progress of individual students and groups of students (including vulnerable groups)
- Principals of effective teaching and assessment for learning
- Effective and consistent models of behaviour management
- A commitment to and strategies for ensuring inclusion and access to the curriculum
- Monitoring and evaluating performance
- Strategies for developing effective teachers
- Curricular and assessment developments with [subject] at all key stages with an appreciation of how the content, skills and teaching strategies best prepare pupils for transition and success.
- Demonstrate a commitment to the learning process
- Demonstrate the principles and practice of effective teaching and learning
- Access, analyse and interpret information to inform successful self-evaluation
- Having the tools and experience of data collection and analysis

Codification of expected norms and behaviours

Leadership, of self and others

Attitude	Aptitude	Functional Capability
• Build relationships between yourself and the team, and between team members. • Unify not divide the team, promote a culture of respect. • Manage conflict well and pro-actively. • Embrace and welcome accountability of self, and for team. • Care for the well-being of your team/colleagues. • Support the retention of good staff by creating a positive culture around workforce development and team communities. • Ensure good communication amongst your team and the wider organisation as appropriate.	• Ensure effective workforce development and training for self and all, including coaching and mentoring. • Spot and nurture talent – in yourself and in others. • Positively engage in development opportunities and aptitude development.	• Ensure clear roles and accountabilities for the team are well understood. • Develop and promote mutual accountability between colleagues in the team. • Deploy staff and resources effectively across the team. • Manage the workload of self and team. • Know your team(s)/colleagues well.

Model our values and behaviours

Attitude	Aptitude	Functional Capability
• Build trust within your teams and across the Trust. • Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. • Value compassion • Encourage a can-do approach personally and across your team. • Positively challenge poor behaviour and call it out.	• Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these.	• Display professional credibility to team, peers, and trustees.

- Be highly and consistently visible across the organisation and within your team.
- Demonstrate a consistent approach and calmness.

Motivate and inspire

Attitude	Aptitude	Functional Capability
- Celebrate and acknowledge success of self and others. - Show and demonstrate the value of others – create an abundancy culture where all can be successful without threat or competition. - Demonstrate drive and ambition for self, team and Trust.	- Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. - Understand and share your 'why' – and revisit it regularly.	- Communicate a precise and clear vision. - Set the journey ahead which is understood by all. - Evidence sharp goal setting and achievement. - Ensure errors, oversights and mistakes are rare.

Reflection

Attitude	Aptitude	Functional Capability
- Demonstrate transparency and integrity within team and across the Trust. - Accept responsibility and be vulnerable, avoid a blame culture.	- Take time to know yourself and engage in self-reflection and learning. - Ask thoughtful questions and seek the truth. - Give and accept feedback.	Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.

Secure accountability by giving tools to succeed by…

Attitude	Aptitude	Functional Capability
- Giving generously with your time. - Ensuring 1:1 meetings are useful and effective in driving improvement. - Providing support and removing barriers to success. - Be true to your word, if you say you will do something, do it.	Have high expectations of yourself and others, seek out best practice.	- Ensuring absolute clarity in terms of expectation and 'the ask'. - Allocating resources effectively to support KPI delivery. - Be willing and able to have challenging conversations.

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to 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
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check

If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

JC   01.11.2023

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.