



Job description

Associate Assistant Headteacher – Post 16

Responsible to: Senior Assistant Headteacher

This post is subject to the current conditions of employment for School Teachers contained in the School Teachers' Pay and Conditions Document and other current legislation.

This job description may be amended at any time following discussion between the Headteacher and member of staff, to be reviewed annually. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Summary of Role

- To strategically lead raising student achievement and attainment in Key Stage 5.
- To systematically develop the provision across Key Stage 5 and ensure that viable student numbers are sustained.
- To support the development of the quality of teaching and learning in Key Stage 5.
- To take responsibility for implementing the enrichment programme for all students in Key Stage 5.
- To take strategic responsibility for the development of Key Stage 5.
- To monitor, evaluate and review staff according to whole school QA protocols.
- To ensure that the curriculum meets national expectations, funding conditions and examination board requirements while meeting the needs of all learners
- To lead by example through demonstration of high standards of teaching and professional activity.
- To be responsible for monitoring the academic and personal progress of all students in Key Stage 5 - encouraging high aspirations and achievement.
- To monitor student performance using all available data sources and develop appropriate intervention strategies to tackle any underachievement
- To create a culture, systems and ethos which support and encourage independent learning and study, and prepare students for future success at key progression and transition points
- To hold students accountable for their own learning
- To ensure the very best standards of behaviour and conduct, being a role model for both staff and students to promote positive relationships.
- To promote and adhere to whole school policies
- To demonstrate effective leadership, representation and liaison both within the school and with other interested or involved persons or bodies.
- To attend extended leadership team meetings and SLT meetings as required.
- To ensure continuing raised standards consistent with the school's drive to outstanding status.

General Duties:

- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example.
- To promote actively the school's corporate policies and to comply with the school's Health and safety policy and undertake risk assessments as appropriate

Detailed responsibilities:

Strategic

- To establish short, medium and long term plans for the development in Key Stage 5.
- To lead on the development, implementation and review of departmental improvement and maintenance plans
- To be responsible for the management and monitoring of the use of the 16 – 19 Bursary Fund. To evaluate, assess and process claims.
- To establish and secure a commitment to a well-informed vision for Key Stage 5 and the development of effective assessment processes.
- To establish and implement clear policies/practices including schemes of work that meet the national requirements, school policies and public examination requirements.

Operational

- Work alongside SLT on whole school, quality assurance programmes including lesson observations as appropriate
- Work alongside members of SLT to implement agreed improvement or action plans.
- To take responsibility for maintaining standards of student behaviour according to school policy and protocol as appropriate.
- To produce any documentation and communication with staff, parents, governors and other agencies as appropriate
- To manage any budgets relevant to any responsibilities identified in the job description
- To actively support whole school events to promote and celebrate the work of the school.

Progress and Attainment

- To promote the general progress and well-being of individual students in Key Stage 5.
- Ensure challenging academic targets are set for students in Key Stage 5.
- To monitor, support and motivate students to enable all to make the expected levels of progress.
- To monitor use of independent study, ensuring that it contributes to student achievement
- Support modified timetable arrangements for individual students including, as appropriate, adaptations to individual timetables
- Support tutors to raise the profile of the importance of attendance with individual students and tutor groups
- To facilitate the use of a variety of delivery methods which will stimulate learning appropriate to student needs
- To support staff in maintaining discipline in accordance with the school's procedures and to support departmental staff in the same high standards

Monitoring and tracking student attainment

- To develop systems which effectively track and monitor progress of identified cohorts
- To evaluate and monitor the progress of student cohorts and keep up-to-date student records as required by school systems

- To monitor the progress and provision for those who are most able, Special Educational Needs, English as an Additional Language.
- To identify target groups of under achieving students so that a suitable intervention plan is implemented to ensure the students have access to the appropriate materials to “catch up”
- To initiate and lead on interventions for students in house in conjunction with subject staff as appropriate
- To liaise with teaching staff to ensure implementation of relevant interventions
- To establish and implement clear policies/practices for assessing, recording and reporting on student achievement.
- Monitoring and analysing internal and/or external examination results and identifying underachievement

Quality Assurance

- To follow school quality assurance protocols to ensure quality learning experiences are provided for students which meets internal and external standards
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

Curriculum Provision and Development:

- To monitor the effectiveness of the Key Stage 5 curriculum both within the school day and as part of a comprehensive enrichment programme
- To ensure that the curriculum provides a range of opportunities which complements the school’s strategic objectives
- To work alongside the nominated member of SLT on the process of departmental development and change to ensure continued relevance to the needs of students.

Operational planning

- To manage allocated finances in an effective and efficient way.
- To identify resource needs and to manage the efficient/effective use of physical resources
- To ensure effective and efficient management and organisation of accommodation and resources including information technology.
- To coordinate, monitor and quality assure the enrolment process for returning students and new students following results days
- To support students with next steps and clearing where appropriate following results
- To ensure students are enrolled on appropriate courses prior to the commencement of the academic year
- To manage group allocations and transfers as necessary

Staff Development and Wellbeing:

- To take part and where necessary lead the school’s CPD programme
- To commit to continued personal development including subject knowledge and teaching methods
- Take responsibility for own professional development and duties in relation to school policies and practices;
- To engage actively in the appraisal process and where necessary work as appraiser

Management of staff

- To line manage and support the professional development of identified staff.

- To lead staff to ensure consistency across all aspects of Key Stage 5 provision so that all students feel they are fully supported.
- To set expectations for staff and students in the context of working practices and relationships.
- To provide support and training during the induction of new staff into the P.E./Sport department.
- To ensure that departmental meetings facilitate discussion and consultation, including active participation wherever possible.
- To ensure that actions and decisions of all team meetings are circulated to all relevant staff.

Student Behaviour Welfare and Support:

- In conjunction with the Heads of Year and Assistant Headteacher take a lead role in the management of behaviour and behaviour interventions within Key Stage 5.
- To apply the school's behaviour support systems so that effective learning can take place
- Meet with students over whom there are concerns and contact home where necessary in conjunction with the Heads of Year.
- Meet with parents and outside agencies as required in relationship to issues related with behaviour
- Support postholders in the use of strategies to manage behaviour
- Support students in making appropriate choices for progression beyond school
- Ensure students get suitable CEIAG for each stage of their progression.

Communications:

- To follow agreed policies for communications in the school
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students,
- To attend parent evenings, information evenings and other events which the parents of students in Key Stage 5 are attending
- To communicate effectively with the parents of students as appropriate
- To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, and liaison events with partner schools.

Accountability

- To take part in the scheduled meetings of Heads of Department
- To produce regular reports and updates on identified cohort performance as requested and specified by the member of SLT or the Principal
- Take a full part in the school Appraisal process
- As per school quality assurance protocols present data to indicate progress towards targets
- To take part in the school Quality Assurance processes including lesson observations and drop-ins as required

Other responsibilities

- As per classroom teacher job description

Special Conditions

- A teacher on the upper pay scale shall meet the performance threshold standards as specified in the School Teacher' Pay and Conditions Document.
- The duties required of a teacher under this job description shall be such as require the exercise of a teacher's professional skills and judgement.

- Given the religious designation of the school, teachers are expected to uphold the school's Christian ethos at all times.

Safeguarding Children

Blue Coat Church of England Academy is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including with past employers and the Disclosure and Barring Service (DBS). If we have any concerns with regards to safeguarding relating to our children, we have a duty of care to report it to the Safeguarding Designated Leads.

Print Name:

Signed:

Date:

Personal Characteristics:

In order to fulfil this role effectively, the following qualities and characteristics are required in addition to those outlined in the teacher's job description:

- enthusiasm for post-16 study
- be an inspirational teacher and leader who embraces creativity, innovation and technology in the modern world
- embraces new and exciting approaches for teaching practice and assessment processes
- ambitious and offer willingness to get involved with activities promoting subject areas across the wider school
- the ability to manage classes and deal with challenging behaviour
- the ability to amend the ways in which you teach to include all learners
- a sense of creativity and risk in how you will choose to challenge students
- an acceptance of the positive way you can influence the lives of young people
- good organisational and time-management skills
- excellent communication skills
- patience and a good sense of humour.
- a willingness to continue learning
- the ability to develop good working relationships with a wide range of people
- the ability to work in a team as well as use your own initiative
- showing due respect for the individuals you teach, mentor and coach

Relating to others

- Impact and influence: the ability and the drive to produce positive outcomes by impressing and influencing others.
- Team working: the ability to work with others to achieve shared goals.
- Understanding others: the drive and ability to understand others, and why they behave as they do.
- Flexibility: the ability and willingness to adapt to the needs of the individual and the situation.
- Able to work across different departments to enhance and encourage strong teaching and learning practice
- Works well to effectively deploy and direct members of each department, involving them where appropriate

Developing people

- Act as role models to demonstrate leadership in effective approaches to teaching, learning and staff development, in line with the school's ethos and values
- Holding others to account for ensuring they meet high standards of reflection, self-evaluation and for the delivery of high quality, engaging lessons; encouraging all departmental staff to take ownership of their professional development
- Encourage staff to work together and share expertise within and across teams
- Passion for learning: the drive and ability to support pupils and staff in their continuous learning journey, and to help them become confident and independent learners.
- Use coaching and mentoring skills to help staff achieve their potential

Reflecting

- Use feedback from all levels of the school to help improve the way you develop staff.
- Reflect on the coaching conversations that you have with individual members of staff to identify your own strengths, areas for development and ways forward as a facilitator of professional learning and development.
- Be aware of your own skills of self-management as regards time, prioritising workload and achieving a work/life balance.

Inspiring

- Be able to inspire staff and pupils with the highest standards and expectations.
 - Be able to act upon your own initiative and lead by example.