



## **Job description – Assistant Headteacher**

Responsible to: Headteacher  
Hours: 32.40 hours per week

### **Status of the Post**

This is a management post within the school's structure which carries with it membership of the schools Senior Leadership Team.

### **Main Purpose of the Post**

The Assistant Headteacher will support the Headteacher in:

- › Communicating the school's vision compellingly and supporting the Headteachers strategic leadership
- › The day-to-day management of school issues, as directed by senior staff
- › Formulating the aims and objectives of the school, and supporting and communicating the overall vision to staff
- › Embedding policies for achieving these aims and objectives
- › Coach and develop staff to achieve school objectives.
- › Ensure compliance to policies and processes across the school.

### **Professional Responsibilities**

The postholder will be required to exercise their professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below:-

#### **1. Teaching, curriculum and assessment**

- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework Support the development of Teaching and Learning to ensure 'quality first teaching' across the school
- Monitor behaviour and attitudes to learning and contribute to the development and application of relevant policies
- Provide and promote models of excellent classroom practice through whole class and group teaching, coaching, mentoring and supported self-evaluation for teaching and learning staff.
- Contribute to relevant sections of the SEF
- Contribute to relevant sections of the SDIP
- Monitor the effectiveness of teaching and learning including teachers' planning, monitoring, book looks and triangulations. Support other curriculum leaders to develop and embed a bespoke curriculum that has clear progression and meets the needs of the school
  
- Be a key member of the Leadership team; supporting in development of systems that allow children to progress, achieve and have an enriched educational experience
- Ensure all children are effectively supported through an inclusive environment, curriculum and ethos
- Provide guidance on a choice of appropriate teaching and learning methods and coaching relating to the delivery of these methods

#### **2. Additional and special educational needs and disabilities (SEND)**

- Promote a culture and practices that allow all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs, and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

#### **3. Organisational management and school improvement**

- Establish and oversee systems, processes and policies so the school can operate effectively and efficiently

- Ensure staff and pupils' 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 school improvement strategies are effectively implemented

#### **4. Leading, developing and enhancing the teaching practice of others**

- Monitor the quality of education and communicating this with staff as appropriate
- Identify key professional development needs
- Ensure that these are addressed through the provision of high quality coaching and mentoring
- Performance-manage middle leaders, including carrying out appraisals and holding staff to account for 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

#### **5. Governance, accountability and working in partnership**

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

- Work with the governing board and other Trust leads as appropriate
- Make sure 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 pupils

#### **6. Assistant Headteacher School Duties**

- Assist the Headteacher, leaders and governors in determining and managing a whole curriculum, in accordance with the abilities and needs of the pupils
- Support and contribute to the school's system for the review and evaluation of teaching and learning
- Monitor the raising of pupils' standards of achievement and attainment
- Work in partnership with the Headteacher, leaders and the Governing Body to ensure that sound management of finance, personnel and resources enables the school to offer best value for money
- Contribute effectively as a member of the Leadership Team
- Play a major role in the professional development of all staff and in the management of INSET
- Lead and support staff in the management and development of their curricular responsibilities to promote high quality teaching and learning
- Foster the development of a positive and supportive ethos for academic and social learning
- Oversee the pastoral care, personal development and general behaviour of the school
- Display a high standard of professional behaviour and integrity at all times
- Promote and develop a partnership with parents which recognises the worth of their contribution to their child's education
- Assist the Headteacher in the day-to-day running of the school
- Be involved in the organisation, planning and delivery of assemblies as and when necessary
- To act as a Performance Management Team Leader and be professionally accountable for outcomes of appraisal meetings.
- To have due regard for safeguarding and promoting the welfare of children, and to follow the child protection procedures adopted by the schools.
- Any other relevant duties as directed by the Headteacher

## SHINE Academies

### Assistant Headteacher Person Specification

Factors	Essential	Desirable	How Identified
Qualifications	<ul style="list-style-type: none"> <li>Qualified teacher status</li> <li>Degree or equivalent further qualification</li> </ul>		<ul style="list-style-type: none"> <li>Application form</li> </ul>
Training	<ul style="list-style-type: none"> <li>Recent relevant professional development in all areas of the curriculum, particularly the core subjects</li> <li>Recent and relevant INSET</li> <li>Recent and relevant INSET related to whole school initiatives</li> <li>Professional development in the management of staff</li> </ul>	<ul style="list-style-type: none"> <li>Recent professional development in Target Setting</li> <li>Professional development on curriculum, teaching and learning, safeguarding</li> <li>Related NPQ</li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> <li>Selection process</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Substantial high quality teaching experience</li> <li>Experience in a leadership or management capacity</li> <li>Practising and commitment to a child centred approach</li> <li>Ability to demonstrate policy and curriculum leadership at a strategic level</li> <li>Experience of developing quality approaches to raising standards</li> </ul>	<ul style="list-style-type: none"> <li>To have taught in both key stages</li> <li>To have led and organised extra curricular activities</li> <li>To have led professional development</li> <li>To have taught in all primary key stages</li> <li>To have held difficult conversations in an appropriate and professional manner</li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> <li>References</li> <li>Selection process</li> </ul>
Skills and abilities	<ul style="list-style-type: none"> <li>Have a clear focus on raising standards for pupils, particularly around our most vulnerable learners.</li> <li>To be an excellent classroom practitioner</li> <li>To be able to share enthusiasm for your subjects with children and adults</li> <li>To have excellent communication and organisational skills</li> <li>To manage children's behaviour effectively and in a positive manner</li> <li>Knowledge about different learning styles</li> <li>Ability to liaise with colleagues in all phases</li> <li>Knowledge about curriculum, teaching and learning and assessment and ability to share this</li> </ul>	<ul style="list-style-type: none"> <li>To have an understanding of the expectations of the outcomes at the end of KS1 &amp; KS2</li> <li>To be able to use ICT effectively as a tool all aspects of the role</li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> <li>References</li> <li>Selection process</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to motivate, support and advise teachers in the teaching of all subjects</li> </ul>		
Personal Qualities	<ul style="list-style-type: none"> <li>• To be an enthusiastic learner</li> <li>• To be fully committed to equality of opportunity for children, staff, parents and members of the wider community</li> <li>• To have high expectations of children</li> <li>• To have a sense of humour</li> <li>• Ability and willingness to work as a member of a team</li> <li>• Ability to work effectively with support staff</li> <li>• To be willing and able to adapt quickly and be involved in all aspects of school life</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to involving parents as active partners in their child's learning</li> <li>• Commitment to making learning fun</li> <li>• Experience of coaching and mentoring staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Selection process</li> <li>• Interview</li> </ul>