

Job description

1.0 JOB TITLE Assistant Head Teacher

2.0 JOB PURPOSE

The Assistant Head Teacher will be responsible for working with and supporting the Head Teacher on the following key school leadership and management areas. This will involve accepting responsibility for aspects of these key areas.

The main roles and responsibilities of the role are:

Inclusion

Roles and responsibilities commensurate with role of SENCO
LAC teacher
Disadvantaged pupils (including Pupil Premium Strategy)

Welfare

DSL (including working with Pastoral Lead to support families on Early Help, CIN, CP etc.)
Attendance Lead
Behaviour Lead
Personal Development Lead

2.1 Strategic direction and development of the school

- 2.1.1 Working with the Head teacher to contribute to a strategic view for the school in its community and analyse and plan for its future needs and further development within the local, national, and international context.
- 2.1.2 Demonstrating high standards of personal integrity, loyalty, discretion, and professionalism
- 2.1.3 Publicly supporting all decisions of the Head Teacher and Excelsior MAT
- 2.1.4 Acting as an exemplary role model who embraces the trust values; Succeeding together; Aspiring from the start; Ensuring equality for all; Engaging learning
- 2.1.5 Proactively demonstrate The Thorns Way and show commitment to the models that underpin our school culture: Children ACHIEVE, Staff are EFFECTIVE, leaders are CLEAR and our community CARES

2.2 Teaching and Learning

- 2.2.1 Work with the Senior Leadership Team and Head teacher to sustain high expectations and excellent practice in teaching and learning throughout the school.
- 2.2.2 Monitor and evaluate the quality of teaching and standards of pupil's achievement and use benchmarks and set targets for improvement.
- 2.2.3 Ensure that every classroom is maximising learning opportunities for all pupils, including children with special educational needs and disabilities, those who have experienced disadvantage, children whose first language is not English and children who are looked after or otherwise involved with social care.

2.3 Leading and Managing Staff

- 2.3.1 Work with the head teacher to lead, motivate, support, challenge and develop all staff to secure continual improvement including his/her own continual professional development.
- 2.3.2 To support the head teacher with the professional growth of all staff including ECT assessments and inductions.

2.4 Efficient and effective deployment of staff and resources

In consultation with, and by the direction of the head teacher, deploy people and resources efficiently and effectively to meet specific objectives in line with the school's plan and financial context, e.g., TA timetables and deployment and MDS deployment

2.5 Accountability

Supporting the head teacher and trust team in accounting for the efficiency and effectiveness of the school to all relevant stakeholders

2.6 Specific Duties

- May be required to take responsibility for the operational running of the school in the short-term absence of the Head Teacher.
- Take a major role in the day-to-day running of the school.
- Non-class-based but may be required to cover classes or support groups.
- Lead behaviour management across the school.
- Be responsible for implementing our attendance policy effectively and lead the attendance team to drive improvement.
- Contribute to a positive ethos for learning.
- Provide support and guidance to pupils and those engaged with them, both in school and at home, by effect assessment of, and strategies for the removal of, barriers to learning in order to promote effective participation, raise aspirations and achieve full potential.
- To take lead responsibility for safeguarding and child protection (including online safety). This may include managing referrals, working with others, information sharing, raising awareness, supporting staff and developing training knowledge and skills whole school.
- Promote the values and achievements of the school to the community.
- Advise on the school's resource needs and co-ordinate these resources.
- Lead of areas of the curriculum that relate to pupil well-being (PD, PE and OPAL)
- Assist with the appointment and induction of new staff and provide monitoring and support for ECTs and students as necessary.
- Assist in the preparation, implementation, and monitoring of the School Development Plan
- Undertake such reasonable activities as the head teacher and Governors may, from time to time require.

The Assistant Head Teacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

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 Head Teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the head teacher.

Person Specification

Assistant Head Teacher

Criteria:	E = Essential D = Desirable
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Criteria	Qualifications
E	Qualified teacher status
E	Degree
D	Professional development in preparation for a leadership role
E	Recent, relevant in-service training – particularly in relation to inclusion and safeguarding
E	Appropriate SENDCo qualification (or be working towards completion)
E	Working knowledge of the SEN code of practice

Criteria	Experience
E	Successful leadership and management experience in a school with proven successful impact
E	Proven experience of leading an initiative that had measurable impact on pupils' learning
E	A proven track record in improving the quality of teaching, particularly for the most vulnerable pupils
D	Teaching experience across all key stages including end of key stage assessments.
E	Involvement in school self-evaluation and development planning
E	Line management experience
E	Experience of contributing to staff development
D	Experience of community engagement
E	Experience working with children with additional needs special needs.
E	Experience of working with pupils with special needs and other key groups of pupils (e.g. EAL, Disadvantaged, Looked After or those on the Child Protection Register)
E	Experience of working with children who struggle with self-regulation and those who require support with behaviour
E	Knowledge of working with outside agencies
E	Experience of working as DSL (or DDSL), working with Children's Services and making referrals, including completing MARFs and attending CIN meetings and CP conferences
D	Experience of supporting families as part of a multi-agency team (TAF) and in-house and of leading Early Help (including completing EHAs)
D	Experience of leading attendance and having a positive impact

Criteria	Skills and Knowledge
E	Data analysis skills, and the ability to use data to set targets and identify weaknesses
E	Understanding of high-quality teaching, and the ability to model this for others and support others to improve
D	Awareness of school finances and financial management
E	Effective communication and interpersonal skills

E	Proven track record of delivering quality professional development
E	Ability to communicate a vision and inspire others
E	Ability to build effective working relationships
E	A high level of IT literacy
E	Ability to manage employment relations
E	Diplomacy and tact
E	Able to lead on the identification of pupils' needs and act upon them to raise standards
E	Able to effectively manage pupils' behaviour in a positive manner with consistent clear boundaries following the school's behaviour management policy

Criteria	Personal Qualities
E	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
E	Ability to work under pressure and prioritise effectively
E	The ability to work as part of a team
E	Commitment to always maintaining confidentiality
E	Commitment to safeguarding and equality
E	A passion for teaching
E	Commitment to ongoing professional development

Thorns Primary School is part of Excelsior Multi Academy Trust (MAT) and is a unique, innovative, and friendly school, where all staff are valued and supported in their personal and professional development within a nurturing environment. We actively promote the Equality Act and will expect all applicants to demonstrate their commitment to equality to improve outcomes for all children who attend the school.

Applicants will also be required to demonstrate their suitability to work with children, including motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behavior and attitudes to the use of authority and maintenance of discipline.

Job description issued:

Head Teacher:

Postholder:

Date: