

Hadrian Learning Trust Job Description and Person Specification

Post Title:	Assistant Headteacher	Director/Service/Sector	Children's Services
Band:	Leadership 11-15	Workplace:	QEHS Part of HLT
Responsible to:	Headteacher	Date:	April 2026
Job Description Ref:	HLT AHT	School	Queen Elizabeth High School

Responsible for:

Provide professional, strategic and dynamic leadership to support successful outcome for all students

Contact with young people: This role requires regular, ongoing and unsupervised contact with young people. This contact is direct and could potentially be on both a 1:1 and group basis within the workplace. The degree of responsibility for young people is outlined below in the role and responsibilities area of the form.

Job Purpose:

The Assistant Headteacher will play a key strategic role in leading and managing at QEHS. The Assistant Headteacher will contribute to the strategic direction, school improvement planning, ethos and whole school values ensuring that our ambitious and student-centered approach is delivered. To carry out the responsibilities of a teacher with regard to the teaching standards, impact on progress and outcomes for your own students, whole school responsibilities and health and safety/safeguarding.

Resources	Staff	Direction of teaching and support staff including Curriculum/Subject Leaders as directed by the Headteacher
	Finance	Allocated budget
	Physical	Office equipment, accuracy and security of databases,
	Clients	Internal (Teachers, Other Staff, Students) and External (Parents, Visitors, Members of the Public external agencies, Trustees).

Responsibilities, Duties and key result areas:

Responsibilities

- To carry out the responsibilities of a subject teacher with regard to teaching, impacting on progress and outcomes for your own students and adhering to school policies.
- To take responsibility for the leadership and management of particular whole school areas, to be designated.
- To line manage designated staff.
- To share responsibility for the daily administration and management of the school.
- To contribute to the all-round success of the school.
- To promote and be involved in the wider life of the school community.

Leading/Managing Policy

- Contribute as a member of the SLT to the development of the strategic direction of the school.
- Lead on specific whole school initiatives.
- Monitor, review and evaluate the work of teams and individuals in the context of school policies and plans.
- Implement and support behaviour management systems in line with school policies.
- Support Trustees in their policy development and monitoring roles by servicing subcommittees and Trustee meetings as necessary.
- Ensure that policies and practices are inclusive.

Leading/Managing People

- Have a visible presence around the school during the day.
- Support the Headteacher and Trustees on relevant staffing appointments as requested.
- Establish, lead and chair, as necessary, meetings of groups of staff.
- Take a full and committed part in your own performance management, as well as those of your team members.
- Set performance appraisal review and development objectives for an agreed group of staff and to monitor performance against those objectives in line with school policy.
- Advise the SLT of the performance of staff, ensuring that good practice is recognised and praised and that any potential areas for development can be managed.
- Provide advice and guidance for staff in terms of their development within the profession.
- Assist with the effective induction of new staff, as required. 10
- Undertake regular whole school assemblies throughout the year.
- Be seen as a role model in terms of industry, innovation, commitment and the positive impact upon children's lives and education.

Managing Resources

- Monitor health and safety practice and report any issues to relevant staff.
- Monitor the management of the school facilities and resources, in order to promote the creation of a stimulating learning and teaching environment.
- Manage budgets for your areas of responsibility.

External Relations

- Represent the school and its interests in meetings and other relationships with parents, members of the community, the DfE and a wide range of organisations and agencies.
- Participate and play a lead role in planning for designated major school events.
- In the absence of the Headteacher, liaise with appropriate authorities and advise on such decisions as may be necessary to ensure that the school can continue to function in a safe and effective fashion, taking account of agreed policies and working practices.

Line Management

- The line manager will be identified on appointment and will carry out the post holder's performance appraisal. Line management might change as a result of staff changes/post changes.
- Formal line management meetings will take place at the request of either the line manager or the post holder.
- The Assistant Headteacher will also report to the relevant Subject Leader for their teaching responsibilities.

Supervision

- The majority of this work will be undertaken with minimum supervision. Matters of policy are discussed as the need arises with the line manager by whom work is also monitored.

Whole School Responsibilities

- Comply with and assist with the development of Trust policies.
- The post holder must carry out his/her duties with full regard to the Trust's Child Protection, Equalities and other relevant policies in the terms of employment and service delivery to ensure that colleagues are treated and services delivered in a fair and consistent manner and procedures relating to:
 - Safeguarding and Child protection
 - Health and safety - the post holder is required to comply with health and safety policy and systems, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both oneself and others.
 - Data protection
 - Confidentiality and data protection Reporting all concerns to an appropriate person.
- Support the school's policies that ensure equality of opportunity across a range of abilities
- Contribute to the overall ethos of the school and Work in such a way as to promote the ethos and vision of the school.
- Attend and participate in regular meetings
- To engage actively in the Appraisal process.
- Participate in training and development as required.
- To undertake other duties and responsibilities as required commensurate with the grade of the post.
- To undertake any other duty as specified by STPCD not mentioned in the above.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

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.

Employees are expected to adopt a professional, courteous demeanour at all times during communication with colleagues, visitors, or students.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Work Arrangements

Transport requirements:	None
Working patterns:	Trust working hours / pattern for teaching staff
Working conditions:	Office and Classroom based

Work Arrangements

Transport requirements:	Required to use own transport to travel within and outwith the County Normal work patterns Normally indoors; there may be occasions where you would be required to work at QEHS, Hexham Middle School or other school within the Trust
Working patterns:	
Working conditions:	

PERSON SPECIFICATION

Essential

Desirable

Assess by

Education and Qualifications

<ul style="list-style-type: none"> Honours Degree A DfE recognized teacher qualifications 	<ul style="list-style-type: none"> Evidence of appropriate professional development Evidence of further study 	A, I, R
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Knowledge and understanding

<ul style="list-style-type: none"> Knowledge of research on teaching and learning Understand academic data including for tracking progress and monitoring performance Evidence of continuing and recent professional development. 	<ul style="list-style-type: none"> Familiarity with current national initiatives and developments in educational leadership 	A, I, R
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Experience

<ul style="list-style-type: none"> A proven track record in raising achievement within own teaching Experience of raising achievement through intervention in teaching processes Experience of leading and motivating a successful team Experience of middle or senior leadership 	<ul style="list-style-type: none"> Experience of raising achievement through school or professional networks Experience of working with more than one school, e.g. this could include delivered training in other schools or secondments 	A, I, R
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Skills and competencies		
<ul style="list-style-type: none"> Highly skilled classroom practitioner, teaching “good” or “outstanding” lessons Excellent oral and written communication skills Emotional intelligence Strong interpersonal skills Capacity for hard work and highly effective time management The ability to think analytically and strategically Effective prioritising Creative problem solver The ability to lead, challenge and support others The ability to identify examples of best practice elsewhere and adapt these where appropriate to HLT A commitment to professional development and leadership 	<ul style="list-style-type: none"> Ambition to progress beyond AHT Ability to manage work- life balance and own well-being 	A, I, R
Leading People		
<ul style="list-style-type: none"> Able to motivate, challenge and inspire pupils and colleagues with a proven track record of impact. Able to build trust with professional partners and stakeholders. Able to provide professional advice, coaching and mentoring. Able to set and monitor targets for maintaining high academic standards. Able to communicate effectively with pupils, parents/carers, colleagues and professionals to build strong working relationships and trust. 	<ul style="list-style-type: none"> Able to address performance concerns and provide strategic support/challenge to address them. Experience of leading a diverse range of colleagues across the school. 	A, I, R
Strategic development		
<ul style="list-style-type: none"> Experience in an 11 – 18 setting Experience of leading, or significant involvement in, successful whole school initiatives impacting positively upon student attainment and achievement 	<ul style="list-style-type: none"> Experience of school improvement planning 	A, I, R
Teaching and learning		
<ul style="list-style-type: none"> Experience of monitoring classroom performance and working with others to improve their teaching A critical understanding of modern approaches to curriculum design, learning and teaching 	<ul style="list-style-type: none"> Familiarity with the ‘deep dive’ process of Ofsted inspections 	A, I, R A, I, R A, I, R

<ul style="list-style-type: none"> An excellent track record of teaching 		
Personal Attributes		
<ul style="list-style-type: none"> Positive, organised and ambitious for the success of children and young people. Excellent written communication, including being able to present complex information clearly and concisely. Excellent oral communication and presentation skills. A reflective practitioner who can adapt practice. Strategic problem solver who works with flexibility and diligence. Ability to show positive, enthusiasm and energy even in challenging circumstances. Outstanding role model of values for children and colleagues. Ability to respond to change. Ability to think clearly, calmly and to complete tasks successfully with an ability to meet deadlines and determine priorities. Willing to be involved in the whole life of the school. 	<ul style="list-style-type: none"> Skills and interests which would contribute to the wider curriculum offer and educational experience at the school. 	A, I, R
Other		
<ul style="list-style-type: none"> Compliance with all teacher and professional standards. Promote equality of opportunity, participation, diversity and responsibility. No adverse enhanced disclosures of criminal convictions. Satisfactory completion of all pre-employment checks. 		A,I,R

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

Please note that Recruitment and Selection records will be retained and used in accordance with the General Data Protection Regulations (GDPR) 2018 and other legislative provisions.