

## Assistant Headteacher – Job Description

<b>Job Title:</b>	Assistant Headteacher (with teaching commitment)
<b>Contract Type:</b>	Full Time, Permanent
<b>Salary:</b>	L2 – L6
<b>Reports to:</b>	Trust Headteacher, Regional Hub Lead, Local Academy Committee

### Overall purpose of the post

The Assistant Headteacher is a senior leader responsible for driving high standards of educational provision, pupil outcomes, and colleague development across the academy. Working in close partnership with the Trust Headteacher and Regional Hub Lead, the Assistant Headteacher will provide strategic and operational leadership in a defined area of whole-school improvement while modelling excellent classroom practice.

The postholder will play a key role in shaping the academy's vision, ethos, and strategic direction, ensuring that all pupils, particularly those who are disadvantaged or have additional needs, receive a high-quality, inclusive education.

The Assistant Headteacher will lead, coach, and hold colleagues to account, contribute to self-evaluation and school improvement planning, and deputise for the Trust Headteacher as required. As a senior safeguarding leader, the postholder will actively promote a strong culture of vigilance and child-centred practice in line with statutory guidance.

The postholder will have strategic and operational responsibility for inclusion across the academy, including SEND (as SENCo), Pupil Premium, Looked After Children (LAC/PLAC), EAL, and other disadvantaged groups.

### Main duties and Responsibilities

The Assistant Headteacher will undertake all duties required of a qualified teacher identified in the School Teachers' Pay and Conditions Document and will undertake class teaching across a range of year groups. They will also support the Trust Headteacher by assuming responsibility for a number of aspects related to School Improvement.

### Strategic Leadership & School Improvement

- Contribute to the strategic direction, vision and values of the academy and the wider Trust.
- Lead a clearly defined whole-academy improvement priority (to be agreed with the Trust Headteacher) and evaluate its impact.
- Play a key role in the self-evaluation process (SEF) and the development, implementation, and review of the Academy Development Plan
- Use internal and external performance data to identify priorities, track progress, and drive standards.
- Report on areas of responsibility to the Trust Headteacher, Regional Hub Lead and Local Academy Committee as required.
- Support the academy during inspection, review, and external quality assurance processes.

### **Quality of Education**

- Lead and monitor the quality of teaching, learning, and curriculum implementation across the academy.
- Ensure curriculum intent, implementation and impact are clearly understood and consistently delivered.
- Monitor standards through lesson visits, learning walks, work scrutiny, pupil voice, and assessment analysis.
- Provide high-quality, developmental feedback that leads to measurable improvements in teaching practice.
- Ensure assessment systems are used effectively to identify gaps and secure strong progress for all pupil groups, particularly disadvantaged pupils, and those with SEND.
- Promote high expectations of behaviour, engagement, and achievement in every classroom.

### **Teaching Commitment**

- Undertake a teaching commitment as determined by the Trust Headteacher
- Model excellent classroom practice and inclusive teaching strategies.
- Use teaching as a platform to demonstrate best practice and support professional development across the academy.

### **Colleague Leadership, Development & Accountability**

- Line manage and performance manage designated staff, holding them accountable for pupil outcomes and professional standards.
- Lead professional development through coaching, mentoring, modelling, and CPD delivery.
- Support early career teachers, trainee teachers, and support colleagues in developing effective practice.
- Contribute to the recruitment, induction, and retention of high-quality colleagues.
- Promote a culture of professional trust, collaboration, and continuous improvement.

### **Inclusion, Behaviour & Personal Development**

- Promote a culture of high expectations, inclusion, and respect across the academy.
- Lead or support whole-academy strategies that improve outcomes for disadvantaged pupils, pupils with SEND and vulnerable learners.
- Lead SEND (as SENCo), Pupil Premium, LAC/PLAC and EAL provision, ensuring statutory compliance with SEND Code of Practice.
- Undertake SENCo statutory duties, coordinating EHCP processes and annual reviews.
- Play a senior role in promoting positive behaviour, supporting colleagues with behaviour systems, and addressing more complex incidents where required.
- Support the development of pupils' personal development, wellbeing, and attitudes to learning.

### **Safeguarding Leadership (DDSL Responsibility)**

- Undertake the role of Deputy DSL, ensuring safeguarding and child protection procedures are robust and compliant with KCSIE.
- Manage safeguarding referrals, maintain accurate records, and liaise with external agencies.

- Provide guidance and training to colleagues to ensure a strong safeguarding culture.
- Ensure safeguarding remains a priority in all aspects of academy life.

### **Operational & Organisational Leadership**

- Support the effective day-to-day organisation of the academy, including colleague deployment and cover arrangements.
- Ensure statutory assessment, recording and reporting requirements are met.
- Contribute to risk assessment processes and educational visits oversight.
- Ensure compliance with Trust policies and statutory requirements, including Health & Safety and Data Protection.
- Lead the potential development, implementation and evaluation of a two-year-old provision within the academy, ensuring high-quality care, learning and statutory compliance.
- Lead upon the design, implementation and ongoing leadership of any future additionally resourced provision (ARP) for pupils with SEND.
- Ensure that any additional provision is fully aligned with the academy's inclusive vision, curriculum and expectations.
- Line manage and develop staff working within such specialist provisions, ensuring high-quality teaching and care.
- Monitor the quality of provision, curriculum and outcomes within any such settings through robust quality assurance processes.
- Work with external agencies and professionals to ensure high-quality support for pupils within additional provisions.
- Ensure compliance with statutory requirements relating to early years and SEND provision.

### **Trust & Community Engagement**

- Work collaboratively with leaders across the Trust to share best practice and contribute to Trust-wide improvement.
- Build and maintain positive relationships with parents, carers, Trustees, central team, Local Academy Committee members and the wider community.
- Uphold and promote the Christian ethos and values of St Chad's, including supporting Collective Worship and links with the Diocese.

### **Deputising**

- Deputise for the Trust Headteacher as required, assuming leadership responsibility for the day-to-day running of the academy in their absence

### **Safeguarding**

- To provide a high standard of duty of care for colleagues and pupils and to comply with all legislation and guidance relating to child protection. All duties must comply with statutory guidance in Keeping Children Safe in Education (KCSIE).
- To have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the academy, combined / Local Academy Committee, Trust Board.
- Ensure that all policies and procedures adopted by the Trust Board and the Local Academy Committee are followed.
- Ensure all safeguarding training is completed.

### **Equal Opportunities and Data Protection**

- Uphold responsibilities under the Equality Act 2010 by addressing and preventing unlawful discrimination.
- Ensure compliance with the Data Protection Act (2018) and Freedom of Information Act (2000).

### **Other Duties**

- Make a positive contribution to the wider life and ethos of the academy.
- To follow and actively promote the academy's ethos and policies.
- Demonstrate commitment to St. Chad's and academy's, values, and ethos.
- Comply with the Health and Safety policy and undertake risk assessments as appropriate.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Any other duties which are commensurate with the grading of the post. This job description will be adapted through negotiation with successful applicant, in order to fully suit the need of the post. Any adaptations will remain compliant with STPCD and safeguarding requirements.

## Assistant Headteacher – Person Specification

<b>Person Specification – Assistant Headteacher</b>	<b>Essential / Desirable</b>	<b>How assessed</b>
<i>A = Application I = Interview R=Reference T = Task/Observation</i>		
<b>Qualifications</b>		
Qualified Teacher Status (QTS)	E	A
Evidence of sustained and relevant professional development	E	A
Safeguarding training appropriate to DSL/DDSL role (or willingness to undertake)	E	A/I
NASENCo (or willingness to undertake the qualification)	E	A/I
NPQSL, NPQH or other leadership qualification	D	A
<b>Experience</b>		
Successful experience as a class teacher with evidence of strong pupil progress and outcomes	E	A/R
Experience of SEND leadership	D	A/I/R
Experience of leading a whole-school or phase initiative that improved outcomes	E	A/I
Experience of monitoring teaching and learning and providing developmental feedback	E	A/I
Experience of coaching, mentoring or leading professional development for colleagues	E	A/I
Experience of analysing assessment and performance data to inform improvement	E	A/I
Experience of working with parents, carers, and external agencies	E	A/I
Experience of line managing or performance managing staff	D	A/I
Experience as a DSL or Deputy DSL	D	A/I
<b>Professional Knowledge &amp; Understanding</b>		
Secure knowledge of effective teaching, learning and curriculum design in primary education	E	A/I/T
Strong understanding of assessment, progress measures and raising standards	E	A/I
Knowledge of strategies to improve outcomes for disadvantaged pupils and pupils with SEND	E	A/I
Understanding of behaviour systems that promote a positive, inclusive culture	E	A/I
Knowledge of safeguarding legislation and statutory guidance (KCSIE)	E	A/I
Understanding of school self-evaluation and improvement planning processes	E	A/I
Knowledge of the Ofsted Education Inspection Framework	E	A/I
<b>Skills</b>		
Ability to inspire, challenge and motivate staff and pupils	E	I/T
Strong coaching and mentoring skills to develop others' practice	E	I
Ability to lead change and manage whole-school improvement initiatives	E	I
Ability to analyse complex information and use it to inform strategic decisions	E	A/I
Excellent communication skills (written, verbal and interpersonal)	E	A/I

Ability to manage time, priorities, and workload effectively	E	I
Confident use of school systems and technology to support leadership tasks	E	A/I
<b>Leadership &amp; Personal Attributes</b>		
Commitment to safeguarding and promoting the welfare of children	E	A/I/R
High expectations of all pupils and colleagues	E	I
Resilient, solution-focused and adaptable	E	I
Ability to work collaboratively as part of a senior leadership team	E	I
Integrity, professionalism, and discretion	E	I/R
Commitment to inclusion, equality, and diversity	E	A/I
Commitment to the Christian ethos and values of St Chad's and the Trust	E	A/I

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS (Disclosure Barring Service) clearance is required for this role.

This post is exempt from the Rehabilitation of Offenders Act 1974 and is eligible for an enhanced DBS check including a Children's Barring List Check. If you are barred from working with children, you are breaking the law if you apply for this post.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role.