

Job Description

Post: **Assistant Headteacher**

Core Purpose

To work with the Headship Team and as part of the Senior Leadership Team to take responsibility for managing and developing learning and teaching across the phase you lead, as well as leading and managing a specific area of whole-school responsibility/Ofsted area.

General Responsibilities

- To take a central role in assisting the Headteacher, Deputy Headteacher, and Governing Body to develop our academy in accordance with its shared values and our school development plans, procedures, policies and distinctive approaches.
- The Assistant Headteacher will be an outstanding practitioner, an experienced curriculum and team leader, a leader in assessment for learning and assessing pupils' progress and a key person in the senior leadership team.
- The Assistant Headteacher will fulfil the role of Phase Leader, to support, hold accountable, develop, and lead the teaching team in order to secure high quality teaching, the effective use of resources and high standards of learning and achievement for all pupils in within the phase assigned.
- The Assistant Headteacher will also take lead responsibility for leading and managing a specific area of whole-school responsibility/Ofsted area.

The functions and specific responsibilities below are to be undertaken in conjunction with the duties of an Assistant Headteacher as defined in the most recent Teachers' Pay and Conditions Document.

Specific Responsibilities

- The Assistant Headteacher will have significant release time each week to help develop successful practice across the phase and academy.
- The Assistant Headteacher will ensure that all teaching demonstrates best practice, develops relationships, supports training and development, and ensures 'quality teaching first', and thus ensuring all children make excellent progress across the academy.
- The Assistant Headteacher will take lead responsibility for ensuring the best possible curriculum offer, provision, well-being, progress and achievement for all children especially through enrichment, creative learning, extended services, partnerships and collaboration with the Aylesbury Liaison group of schools and wider within REAch2 Academy Trust.
- The Assistant Headteacher will be a model professional setting an excellent example to teaching and support staff. They will actively and demonstrably promote achievement through building and implementing agreed school policies.

- The Assistant Headteacher will lead by example in their own teaching practice, and by positively encouraging and supporting all members of staff.
- The Assistant Headteacher will work to ensure that the school offers a high quality, exciting, engaging, well resourced, scaffolded curriculum and well-matched learning opportunities for all pupils at the academy.
- The Assistant Headteacher will work closely with the Director of Inclusion so that they can ensure those pupils with Special Educational Needs/Disabilities and those under-served pupils receive the highest quality provision and are making good progress.

In particular, the Assistant Headteacher will be required to:

Leadership and Management:

- Work in very close partnership with and support the Headteacher and Deputy Headteacher in the effective day to day management of the school and school community including recruiting and inducting staff, volunteers and students; developing and implementing health and safety policies; leading assemblies and staff meetings; hosting and organising whole school events such as open days and parents evening and responding to the views, needs and requests of children, staff, parents, governors and visitors.
- Work with the SLT, staff and governors in the development, implementation and review of school improvement plans including regular monitoring and evaluation of standards and quality of provision.
- Supporting school governance by attending meetings where appropriate and ensuring that all governors are able to play an active and informed part in school leadership and development
- Work with the whole staff and phase to develop a strong learning environment that has at its centre high expectations of learning, creativity, well-being, academic achievement and behaviour.
- Work with the Headteacher and Deputy Headteacher in the school's pupil progress meetings and target setting processes within the phase by taking a major role in assessment and actively supporting and securing the school's success in national tests including those at the end of each key stage.
- Take a leading role in the senior leadership team by being a Director of a core subject area, and subsequently leading a team of subject leaders for that subject area across the academy
- Take responsibility for collating evidence for specific sections of the school's Self Evaluation Form.
- Lead teachers and team leaders / post-holders to ensure that all policies and protocols are in place and up to date and where possible recognised and validated quality assurance awards are secured.
- Lead curriculum team leaders /post-holders to ensure that the curriculum is fit for purpose, enables children to make maximum progress, is consistent across the academy and is reviewed on a regular basis.
- Assist in the line management of classroom based personnel within the phase, including timetabling, managing and developing roles to ensure the provision of high quality interventions and support for children's progress, achievement, wellbeing and good behaviour.
- Manage CPD within the phase around assessment practises and the curriculum for classroom-based staff ensuring their needs are identified and met through quality training opportunities

within available resources. This includes assisting in managing the INSET program and providing / sourcing training opportunities for whole, groups of and individual staff.

- Work with the SLT in setting, nurturing, promoting and maintaining a very high standard of behaviour and mutual respect throughout the school ensuring that all staff play an active role in the pursuit of these standards.
- Ensure that there is a very safe, secure, effective and pleasing environment for all users. With the Headteacher and Deputy Headteacher, be aware of Health and Safety regulations, carry out regular risk assessments and keep the school's Health and Safety policy at all times current, under review and accessible to and used by all staff.
- Ensure safeguarding procedures are fully upheld at all times.
- Evaluate performance, create improvement plans, build capacity in staff and analyse quality of interventions and curriculum development improvement plans.

Phase Leader:

- Determine, organise and implement a diverse, flexible curriculum within the phase and as part of the whole-school curriculum intent, and implement an effective assessment framework using by using the latest research in best practice
- Ensure that assessment is at the centre of strategic planning and resource management and lead and support the teaching and learning of all children within the school providing and promoting models of excellent classroom practice through whole class and group teaching, coaching, mentoring and supported self-evaluation for teaching and learning staff.
- Establish creative, responsive and effective approaches to learning and teaching and ensure a culture and ethos of challenge and support where all pupils can have a voice , achieve success and become highly engaged in their own learning and be enabled to actively support the learning of others.
- Design, develop and implement systems for the collection of useful, timely, and accurate assessment data to track the progress of individual and groups of children in order to inform planning, evaluate performance, track progress and secure raised achievement across the phase. This will include agreeing and articulating high expectations and setting stretching targets for the whole community.
- Liaise with our partnership and local schools and other service providers including extended service providers and community resources to enrich and expand our provision and secure partnerships, collaborations, enrichment opportunities and expertise which bring benefits to all children and our school community
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils and promote and support the academy's 'Digital Transformation' strategy.
- To deal with the data analysis of cohorts and your respective subject and phase area/s.
- To lead by example in ensuring that all aspects of planning are in place in order to deliver lessons appropriate to the needs and abilities of pupils in each class in the year group to include those with additional needs e.g., pupils with special needs, EAL and those pupil premium.
- To ensure that year group teachers share planning to maximise expertise and consistency of provision for children of all abilities in the specified classes.
- Lead and co-ordinate the work of the phase, being responsible for the quality of learning, pupil progress and standards.

- To monitor teaching and learning, planning, pupils' work, progress and behaviour in order to raise standards.
- Ensure that all staff in assigned year groups understand the curriculum and school policies and follow them accordingly.
- Ensure the appropriate induction of pupils into the assigned year group.
- Ensure that regular PPA meetings are held.
- Prepare pupil progress meetings and reports as appropriate.
- To be a visible presence around the school to provide encouragement and support for staff and pupils, leading assemblies and contributing to the supervision of pupils during lunchtime and breaktimes as required.
- Ensure and quality assure weekly class timetables and weekly planning for Reading, Writing and Maths are on the system by 8.00am each Monday morning for your phase and that these have sufficient detail/planning.
- Oversee and quality assure the curriculum overviews for your phase each term
- Prepare, cascade and communicate break-time rotas (if appropriate) for your phase;
- Ensure that all classroom environments in your phase are of a high standard and take action where there is need for improvement.
- Organising class cover and setting work in the absence of one of your team/phase;
- Checking over any letters/communications that staff within your phase wish to send out;
- Lead and organise any phase meetings and moderations that take place within your phase, as appropriate and ensure these are planned and minuted.
- Deal with any level 4 and level 5 behaviour incidents within the phase and ensure behaviour is logged on Arbor and that parents are communicated with, and appropriate documentation completed.

Strengthening the community:

- Promote and model good relationships with parents and carers, which are based on partnerships to support and improve pupils' learning and achievement. Develop and enhance parental partnerships across the school, support parents and work as the key lead with stage 2 complaints within the phase you lead.
- Contribute to the development of the school as a community within the community, strengthening partnerships with families, neighbours, our local and wider community, other schools, services and the local authority.
- Seek opportunities to invite parents, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community. Contribute to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Build our understanding of the diversity of the school community and support community cohesion.
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice and discrimination, support staff well-being and work-life balance and help to ensure we provide access to opportunities for growth, achievement and success for all adults and children in school.
- Contribute to the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community; to achieve economic well-being and to make an active contribution.

Other duties and responsibilities

Any other reasonable duties that the Headteacher or Deputy Headteacher may from time to time ask the postholder to perform.

Equalities

Be aware of and support difference and ensure that the school's equalities and diversity policies are followed and championed.

Health and Safety

Be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.

Additional Information

The jobholder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development as required by the schools' policies and practices.

***** The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.***

Person Specification

Criteria	Essential (for the job)	DESIRABLE (for development)
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Degree or equivalent 	<ul style="list-style-type: none"> • Evidence of recent additional educational qualifications (e.g., NPQML/ NPQSL or MA)
Experience	<ul style="list-style-type: none"> • Proven highly successful teaching experience in specific phase • Leadership experience (leading a team or leading a wider-school initiative) in the primary phase 	<ul style="list-style-type: none"> • Experience of leading a core-subject • Experience of teaching in different phases • Experience in providing school-to-school support and leading/supporting in different contexts • Experience of effective involvement with parents and governors
Knowledge and understanding	<ul style="list-style-type: none"> • Experience of curriculum planning, implementation, assessing and recording • Understanding of the key characteristics of an effective learning environment within your phase • Knowledge of statutory requirements for your phase and have experience of working with these 	<ul style="list-style-type: none"> • Knowledge of the SEN Code of Practice (2014)
Skills and Ability	<ul style="list-style-type: none"> • Be able to demonstrate outstanding classroom practice and articulate what constitutes effective teaching and learning within your phase • Ability to influence the quality of teaching and learning. • Good communication skills at all levels • Ability to inspire, lead and motivate children and staff, being an exemplary practitioner who leads by example with high standards of all and working in strategic partnership with all stakeholders lead and raise the quality of learning and teaching. • Good organisational and time-management skill • Demonstrate a positive and professional attitude at all times • Commitment to extra-curricular activities • Ability to delegate, monitor and support effectively 	<ul style="list-style-type: none"> • Confident skills in ICT • Evidence of successfully mentoring or coaching teachers and ECTs • Experience in leading continuing professional development for staff • Ability to travel and work across different settings within the trust within Cluster 4 and 9 to support school improvement support

	<ul style="list-style-type: none"> • Ability to delegate, monitor and support effectively 	
Personal Qualities	<ul style="list-style-type: none"> • Positive, caring attitude, enthusiasm and sense of humour • Humility • Resilience • Eye for detail and be able to dig into the detail! • Ability to maintain confidentiality • Commitment to personal and professional development • Excellent interpersonal skills 	
Safeguarding	<ul style="list-style-type: none"> • Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people • Commitment to the protection and safeguarding of children and young people • Will co-operate and work with relevant agencies to ensure the appropriate safeguarding of children 	<ul style="list-style-type: none"> • Has received Designated Safeguarding Leader training.