

ASSISTANT HEADTEACHER JOB DESCRIPTION (PRIMARY)

Location:	Wickham Market Primary School
Grade:	L1-L5
Hours:	0.7
Contract Status:	Fixed Term 1 year
Reports to:	Head of School

Main purpose of the role

To provide professional Leadership and Management of the School that will promote a secure foundation from which to achieve high standards in all areas of the school's work. To achieve success, the Assistant Headteacher will work with Head of School and Trust leaders to:

- deliver the school's vision, provide leadership and direction;
- demonstrate outstanding leadership;
- promote excellence, equality and high expectations of all pupils;
- effectively and efficiently manage resources to achieve the school's aims;
- drive School performance and deliver continuous improvement;
- carry out day-to-day management, organisation and administration;
- engage and encourage the commitment of the wider community so we are the first choice for local families;
- create a safe, compelling and progressive learning environment that leads to students who are ready, confident and enthusiastic about their education and school.

Duties and Responsibilities

- Play an active part of the Senior Leadership Team and lead the school alongside the other members of this team, with enthusiasm, ambition and confidence.
- Oversee the school curriculum and assessment system.
- Represent the SLT to all stakeholders.
- Demonstrate personal enthusiasm for, and commitment to, embracing the love of learning and education.
- Champion children, particularly those who are disadvantaged to ensure they are equipped in what they need, and ready to learn.
- Ensure that the behaviour culture across the school reflects the School's high standards and ambition for our students, promoting high standards of behaviour and positive attitudes towards learning.
- Promote exceptional attitudes and behaviours regarding safeguarding, welfare and safety.
- Embody, promote and embed the values of the school's philosophy.
- Develop, implement and evaluate policies, procedures and practices that drive improvement and raise standards.

- Provide the professional challenge to staff to support continued reflection and striving to improve practice.
- Work collaboratively with staff within the SLT, across the School, the Trust and wider region
- Access, analyse and interpret information, and use it effectively.
- Initiate and support evidence-based research and debate about effective behaviour management practice.
- Acknowledge excellence and challenge development areas for the school.
- Build a strong, cohesive staff team who are able to consistently implement the school's behaviour policies.
- Promote the School's ethos where continual professional development is an integral part of our practice.
- Challenge, influence and motivate others to attain high goals.
- Work with other members of the SLT to tackle underperforming groups of students so their progress is at least in line with national expectations.
- Attend meetings of the Leadership Team when required.
- Attend meetings and report to the Governing Body as required.
- Contribute effectively to the School Priority Action Plan and self-evaluation.
- Play a leading role in the successful implementation of change strategies.
- Chair meetings of staff and to lead working parties as the need arises.
- Participate fully in staff development and staff performance management, and lead where necessary
- Play a central part in the school's quality assurance and monitoring processes.
- Provide statistical information about the School to the Headteacher for internal purposes or, when required, by external agencies.
- Liaise with external agencies as required.
- Participate in and lead assemblies as and when required.
- Help promote, support and sustain excellent relationships with the local community.
- Line-manage designated staff as required.
- Teaching responsibility for interventions groups and some classroom cover.
- Carry out the duties of a teacher as detailed in the School Teachers' Pay and Conditions Document.

Any other reasonable action as requested by the Head of School

Confidentiality

The nature of the job requires a high degree of initiative, confidentiality, sensitivity and discretion when giving or receiving information, which could be confidential.

Commitment to Equal Opportunities and Safeguarding

Demonstrate a commitment to and carry out duties regarding the principles of the School's Equal Opportunities Policy.

Be committed to safeguarding and promoting the welfare of all pupils, fully complying with the school's policies and procedures, attend appropriate training, inform the Designated Person of any concerns, and record any potential safeguarding incidents appropriately.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
Education & Qualifications	<p>Qualified teacher status</p> <p>Substantial successful experience of teaching and leading practice in KS1 / KS2 and experience of working with pupils with SEMH</p> <p>Experience of monitoring teaching and learning</p> <p>Evidence of successful subject area leadership and management, (including leading curriculum development, developing school policy and monitoring and evaluating progress)</p> <p>Evidence in successful implementation of whole school initiatives</p> <p>Experience of SEND provision in schools and strategies to best meet pupil needs</p>	<p>Further post-graduate qualification/NPQSL /NPQLTD etc</p> <p>Experience of developing and leading staff development programmes for teachers and other staff</p>
Specialist knowledge skills and experience	<p>Strong understanding of effective teaching, learning and curriculum in a primary setting</p> <p>Ability to create a safe, inclusive and motivating learning environment for all pupils</p> <p>Experience of improving classroom practice through challenge, support and coaching</p> <p>Ability to work collaboratively and build positive relationships with staff, pupils and families</p> <p>Strong organisational skills, with the ability to prioritise and meet deadlines</p> <p>Ability to use qualitative and quantitative data to evaluate provision and inform improvement</p> <p>Secure understanding of behaviour and strategies to support positive conduct</p>	<p>Experience of contributing to school improvement planning or self-evaluation</p> <p>Experience of supporting or leading aspects of curriculum development</p> <p>Experience of coaching or mentoring colleagues</p> <p>Understanding of policy review and implementation</p> <p>Experience of working with external partners, parents and wider stakeholders</p> <p>Awareness of budget or resource management within a school context</p>

	<p>Knowledge and understanding of inclusive practice, including supporting pupils with SEND</p> <p>Highly effective communication and interpersonal skills, with emotional intelligence and professionalism</p> <p>Commitment to equality, diversity and the ethos and values of the school and Trust</p>	
Values and personal qualities	<p>A strong commitment to the school and Trust's ethos, vision and values</p> <p>A genuine passion for high-quality education and ensuring the best outcomes for all pupils</p> <p>Commitment to fostering a positive, inclusive and supportive environment for children and staff</p> <p>High levels of integrity, professionalism and personal accountability</p> <p>A collaborative approach, with the ability to build trust and work effectively with others</p> <p>Resilience, adaptability and a willingness to respond positively to challenge</p>	<p>Commitment to ongoing professional development and reflective practice</p> <p>Willingness to contribute to wider Trust work and collaboration across schools</p>
Additional requirements	<p>Ability to manage a varied workload, prioritising effectively and responding flexibly to changing demands</p> <p>Confidence in dealing with a wide range of queries from staff, pupils and parents, using professional judgement to respond or escalate appropriately</p> <p>Ability to work effectively in a busy school environment, managing interruptions while maintaining focus on key priorities</p> <p>Strong written and verbal communication skills, including the ability to produce clear and professional correspondence</p>	<p>Understanding of the role of Governors and Trustees within a school and Trust context</p> <p>Experience of working within a multi-academy trust or similar organisation</p>