



JOB DESCRIPTION

INTRODUCTION

The Assistant Headteacher Y7&8 role is vital to the provision of a strong culture for learning, high-quality pastoral support, improving standards of achievement for all pupils and the promotion of pupils' personal development and wellbeing as students join us in Year 7 and during their first two years at Hatch End. This role will be responsible for pastoral care, behaviour, culture, community and transition and will embed our 'We Care' values, set high behavioural expectations, engage with our community and lead our Year 7 & 8 pastoral teams.

REPORTING TO:

The post holder will report to the Deputy Headteacher.

SPECIFIC RESPONSIBILITIES

- Line manage the Y7&8 Pastoral teams and lead on behaviour and academic interventions for these year groups.
- Leadership of the rewards programme.
- Lead and manage the school's use of Arbor, training staff and monitoring implementation.
- Articulate, lead and develop the Enrichment / Extra-Curricular programme and sense of Belonging.
- In collaboration with the Headteacher and Transition Co-ordinator, lead and manage the transition programme for students starting in Y7.

GENERIC RESPONSIBILITIES

Purpose of post:

- To provide excellent leadership and management, enabling the school to realise its strategic intentions.
- To support the SLT in securing the continued improvement and success of the school.

Shaping the Future

- Work within the leadership team to develop our educational vision and strategic direction and ensure this vision is clearly articulated, shared, understood and acted upon effectively by all.
- Take the lead role in developing and implementing KS3 improvement areas.
- Act as a role model to promote the school's ethos and vision both within school and to our wider community.
- Ensure creativity, innovation and other transformational activities raise standards across the school.
- Communicate well with all stakeholders to secure the success of new initiatives.

Leading learning and teaching

- Be an outstanding practitioner and role model in the classroom.
- Ensure a consistent and relentless school-wide focus on students' progress.
- Implement strategies which ensure the highest standards of behaviour and attendance.

Developing self and working with others

- Treat people fairly, equitably and with dignity and respect to create and develop a positive school culture of personal responsibility and the celebration of excellence.
- Build capacity amongst colleagues to deliver and sustain the highest quality outcomes.
- Coach and support the development of leadership and management skills in others.
- Regularly review own practice, set personal targets and take responsibility for own personal development.

Managing the organisation

- Maintain and develop the highest quality systems to ensure that all events, activities and day to day management run smoothly and efficiently.
- Ensure that operational systems relating to behaviour, pastoral care and pupil welfare are implemented and working effectively.
- Develop and promote policies and procedures that ensure the school's distinctive ethos and aims are reflected in our practice.

Securing accountability

- Monitor, review and be accountable for the continued, effective work of all staff for whom the post-holder is responsible.
- Identify areas of underperformance and/or further development and ensure that colleagues are supported and challenged appropriately.
- Contribute to the whole school review, monitoring and evaluation cycle including lesson observations, learning walks, data analysis and review meetings.
- Contribute to the relevant sections of school self-evaluation and improvement planning.
- Report to SLT and governors regularly and attend governor meetings and various committees as directed.

Strengthening community

- Create and maintain an effective partnership and good communication with parents and carers to support and improve students' achievement and personal development.
- Ensure learning experiences for students are linked to and integrated with the wider community.
- Support the events and activities which involve students, families and communities beyond the school day.
- Collaborate with other agencies and develop strategies to provide for the academic, spiritual, moral, social, emotional and cultural wellbeing of pupils.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.

The postholder may be asked by the Governing Board or Headteacher to undertake other duties that are reasonably regarded as falling within the duties and responsibilities of the post.

NOTES

- The job description, in consultation with you, may be changed by the Headteacher to meet changing regulations or circumstances. These would be commensurate with the grade and title of the post.
- All postholders are expected to comply with policies and procedures relating to equal opportunities, health and safety and security, confidentiality and data protection, reporting all concerns to the Headteacher and/or Line Manager as appropriate.
- All staff employed by the School are required to reflect and model the ethos and values of the School.
- All staff employed by the School are required to be fully aware of and understand the duties and responsibilities arising from the Children's Act and associated Government guidance in relation to child protection and safeguarding young people. Hatch End High School is committed to safeguarding and promoting the welfare of students. Successful applicants will be required to undergo an enhanced Disclosure and Barring Service (DBS) check.



PERSON SPECIFICATION

The successful candidate will share a commitment to:

- The Hatch End High School Values and our inclusive ethos;
- High standards of academic achievement for all students;
- First class pastoral care, support and guidance;
- Equipping our students with an understanding of themselves, an appreciation of the world around them and a desire to innovate and solve problems as active contributors to society.

Education, Qualifications and Training	Essential	How Identified
Graduate and Qualified Teacher Status	Yes	Application
Evidence of continued professional development at senior leadership level	Yes	Application
Experience	Essential	How Identified
Pastoral experience at senior leadership level or sustained experience at middle leadership level	Yes	Application Interview
Successful and proven track record of innovation and leading change with a demonstrable impact on school improvement	Yes	Application Interview
Understanding of key educational issues/change and experience of managing their impact	Yes	Application Interview
Working with others including parents, governors and external agencies	Yes	Application Interview
Successful line management of key areas of responsibility and holding others to account	Yes	Interview
Knowledge, Skills and Abilities	Essential	How Identified
Highly tuned ability to produce analyse and use data and information to drive school improvement.	Yes	Application Interview Reference
The ability to inspire and motivate others – both staff and students.	Yes	Application Interview
Outstanding presentation and communication skills	Yes	Application Interview
Excellent problem solving	Yes	Reference Interview
Outstanding knowledge of ICT systems and confident to lead training	Yes	Application Interview Reference