



Job Description Assistant Headteacher

Leadership Scale 8 - 12

Reports to and accountable to: Headteacher

General Duties

- Be an active member of the SLT and assist the Headteacher in leading the school.
- Take lead responsibility for ensuring that pupils' personal, emotional and learning needs are prioritised by providing strategic leadership across the school.
- Contribute to a safe and welcoming learning environment for pupils, particularly for those who may be vulnerable.

Strategic Direction and Development

- Contribute to the whole school improvement plan and school evaluation procedures and lead on identified areas of the school improvement
- Contribute to strategic decision making as part of the school's senior leadership team

Leadership and management

- Take responsibility for ensuring all teaching is highly effective across the classes you support, promoting key strategies used within the school.
- Implement and review the curriculum and its assessment alongside the Deputy head
- Monitor, evaluate and review the effectiveness of school policies and procedures.
- Be responsible for safeguarding acting as a Deputy safeguarding lead
- Appraise the work of teachers through the established performance management procedures, and ensure the teachers appraise their support staff, so that performance of the team is enhanced
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel
- As directed by the headteacher work collaboratively with other schools and organisations to champion best practice and secure excellent achievements for all pupils
- Develop effective relationships with the wider multi-disciplinary team and colleagues in other public services to improve academic and social outcomes for all pupils.
- Be responsible for the effective use and monitoring of particular budgets as directed

- by the Headteacher
- Actively support the governing board by liaising and reporting to Governors on specific areas
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Liaise with parents and key professionals as part of a multi-disciplinary team working to support pupil outcomes
- Undertake in the absence of the Head and Deputy Headteacher and to the extent required by the Governing Body, the professional duties of the Headteacher including the deployment of staff to ensure their effective contribution to pupil learning

Teaching and Learning

- To have a teaching timetable providing a model of excellent practice including the planning and assessment of learning activities and to be flexible in terms of the future balance of class teaching and strategic leadership as the school grows.
- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.

Staff and Resources

- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Inspire and influence others - within and beyond school
- Hold all staff to account for their professional conduct and practice.
- Support the headteacher and Senior Leadership Team in the recruitment, development and deployment of staff. Make effective use of staff skills, abilities and training.

Safeguarding

- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils
- Ensure the welfare and safeguarding of pupils across the whole school through rigorous application of the school safeguarding, behaviour and pupil welfare policies.
- Support safeguarding across the school as Deputy Designated Safeguarding Lead
- Contribute the safety and welfare of our pupils, staff and parents and to work collaboratively with other agencies to protect children and share information where appropriate.

Additional duties

- Undertake additional duties as reasonably expected under the direction of the Headteacher.
- Liaise closely with therapists within school to coordinate key equipment for children

- Play a key part in promoting pupil wellbeing.
- Promote equal opportunities throughout the school and ensure the application of the school equal opportunities policy
- Analyse data on attainment, attendance, behaviour, exclusions and wellbeing to inform future improvement.

Assistant Headteacher person specification

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> • Qualified teacher status • Recent and relevant in-service training courses and qualifications 	<ul style="list-style-type: none"> • Recognised leadership study and/or qualification
Skills and experience	
Essential	Desirable
<ul style="list-style-type: none"> • Experience of successful teaching pupils with complex needs (which may include pupils with moderate learning difficulties, profound and multiple learning difficulties, severe learning difficulties, autistic spectrum disorder). • Ability to communicate clearly and effectively in speech and in writing to a variety of audiences including pupils, parents, governors and the wider community. • Evidence of substantial and successful school improvement. • Evidence of having been involved in curriculum planning and development at a whole school level. • Experience of working within a multi-agency context to support pupils with learning difficulties. • Experience of use of pupils' data and assessment to drive improvement. • Ability to positively influence people and successfully work with members of the school community while promoting the school's ethos and values. • Commitment to continuous professional 	<ul style="list-style-type: none"> • Lead, monitor and review therapy and equipment • Experience of performing a leadership role in a special school. • Experience in facilitating links with other agencies and school in order to extend learning opportunities.

<p>development for all staff.</p> <ul style="list-style-type: none"> • Proven ability to manage change, conflict, empower others and construct solutions. 	
Knowledge	
Essential	Desirable
<ul style="list-style-type: none"> • Show an understanding of relevant legislation and educational developments in the teaching of children with complex learning needs. • A knowledge of school self-review and evaluation processes. • Demonstrate effective intervention strategies to improve the quality of teaching and learning • Commitment to equality of opportunity and inclusive education for all children. • An understanding of 'safeguarding' as applied to a school for pupils with complex learning needs. 	
Personal traits	
The successful candidate will be	
<ul style="list-style-type: none"> • Commitment to own and others' ongoing professional development. • Able to manage performance with sensitivity and understanding. • Able to use their own initiative. • Able to work well as an individual and as part of a team. • Able to motivate themselves and those around them. • Approachable, empathetic and personable. • Excellent organisational skills: a proven ability to prioritise tasks effectively and to ensure that all deadlines are anticipated, planned for and met. 	

