



The Greenfield & Hurst Drive Federation

www.GreenfieldandHurstdrive.co.uk



Assistant Headteacher – Job Description

Job details

Pay Scale Leadership Spine: L3-L5

Contract type: full-time (Maternity Cover)

Reporting to: Executive Headteacher

1. Introduction

The Greenfield Nursery and Hurst Drive Primary Federation consists of two schools: Greenfield Nursery School and Hurst Drive Primary School. They are situated in Waltham Cross in the Borough of Broxbourne, Hertfordshire – easily accessed by car via the A10 junction of the M25 (Junction 25) or by train being only a ten-minute walk from Theobalds Grove or Waltham Cross railway stations. We are privileged as a federation to serve children from a rich and diverse local community and are committed to providing the very highest quality education for all our children.

Vision Statement

As a federation, we believe in striving for success for all our children through working together within and across our schools and the wider community. We believe in the importance of fostering strong relationships that support children's learning and development. Our vision is that all children who attend our schools will be successful academically. We consider it of equal importance that they are successful in their social, emotional, cultural and cognitive development.

2. Purpose of the Job

Under the direction of the Headteacher and Deputy Headteacher, the Assistant Headteacher will support the leadership and management of the quality of teaching, learning and assessment across the school. The post holder will also undertake other duties reasonably assigned by the Headteacher and carry out all responsibilities in a courteous, helpful and positive manner. This role may also require covering classes when necessary.

3. Relationships

The post holder is responsible to the head teacher for his/her management duties and teaching tasks. The post holder interacts on a professional level with colleagues – including outside agencies – and governors, seeking to establish and maintain productive relationships with them to promote mutual understanding of the school curriculum with the aim of improving the quality of teaching and learning in the school. The post holder will be responsible for the appraisal of teaching and support staff relevant to his/her responsibilities.

4. Employment Duties and responsibilities

This is a senior post within the school's staffing structure which carries with it membership of the Senior Leadership Team. This job description is to be performed in accordance with the attached provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post holder's title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book') and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment. Copies of the relevant documents are available for inspection at the school.

School culture and behaviour

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Encourage high levels of pupil attendance and help to uphold a school culture of safety, enjoyment, and engagement with learning to support attendance

Teaching, curriculum and assessment

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Establish and sustain high-quality teaching across subjects and phases, based on evidence
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so all pupils are taught to read

5. Particular Responsibilities – Assistant Headteacher

(a) Working with the Headteacher to formulate the aims and objectives of the school, contributing to meetings, discussions and management systems (e.g. staff appraisal) necessary to implement and support change.

(b) Evaluating the quality of teaching, learning and curriculum implementation, using assessment information to challenge and support best practice.

(c) Inspiring, guiding and supporting staff to deliver high-quality learning experiences that meet the needs of all pupils, while maintaining high expectations for behaviour, engagement and achievement.

(d) Establishing and implementing school policies and procedures that reflect and promote the school's ethos, values and aims.

- (e) Managing staff and resources efficiently and effectively.
- (f) Monitoring progress towards individual and whole-school development priorities.
- (g) Working collaboratively as part of a team to diminish the difference in attainment and progress between disadvantaged and non-disadvantaged pupils.
- (h) Demonstrating a strong commitment to safeguarding and promoting the welfare of children and young people, in line with school policies and government guidance.
- (i) Promoting equal opportunities within the school and ensuring the implementation of the school's equality policy.
- (j) Undertaking the responsibilities of Induction Tutor, supporting Early Career Teachers through their induction and professional development.
- (k) Leading and overseeing whole-school assessment systems and practices as Assessment Lead.
- (l) Undertaking any professional duties reasonably delegated by the Headteacher.

Person Specification

Criteria	Essential Requirement	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status (QTS) • Level 1 Safeguarding Training • Evidence of appropriate professional development 	National Professional Qualification for Senior Leadership (NPQSL)
Skills and abilities	<ul style="list-style-type: none"> • Determination to move the school forward, adapting to changing circumstances and adopting a solution focused approach to bring about rapid change • Motivated to lead by example, setting high standards for pupils and staff • Strong interpersonal skills to inspire others, hold others to account, and devolve responsibilities and delegate tasks, as appropriate • Resilient and able to empathise with children and adults alike • Highly effective presentation and training-delivery skills • Making informed use of research and inspection findings, calling upon the expertise and contribution of others as necessary to plan strategically • Prioritising and managing their own time effectively, particularly in relation to balancing the demands made by teaching, subject leadership and involvement in school development – remaining positive when under pressure • Communicating effectively, orally and in writing, with the head teacher, other staff, pupils, parents/carers, governors, external agencies and the wider community • Ability to maintain confidentiality. 	Hobbies and interests to broaden the curriculum (e.g. sports, the arts etc.)
Experience	<ul style="list-style-type: none"> • Substantial, successful teaching experience, including being involved in statutory assessment at the end of the EYFS, KS1 and/or KS2 • Essential KS2 Experience of teaching (and perhaps leading) in two or more schools • Experience of leading a team (i.e. phase leader) and Subject leadership in one or more core subjects • Experience of leading staff development (e.g. staff meeting, staff appraisal etc). • Experience of subject leadership (e.g. monitoring, managing a budget etc.) 	<p>Experience of making links with outside agencies to complement the curriculum</p> <p>Experience of being a staff governor</p>

Criteria	Essential Requirement	Desirable
Knowledge	<ul style="list-style-type: none"> • A secure understanding of the National Curriculum and/or the Early Years Foundation Stage Statutory Framework • Knowledge of what constitutes high-quality teaching, feedback and assessment • Knowledge of methods for improving and sustaining high standards of teaching, learning and achievement for all pupils (i.e. improving the quality of teaching across a phase or whole school) • A secure understanding of what constitutes effective formative assessment, particularly regarding feedback and marking • A breadth of knowledge regarding managing pupils' behaviour and promoting effective behaviour for learning • Secure knowledge of 'Keeping Children Safe in Education: for schools and colleges' including what staff should do to support the welfare of children and young people • Knowledge of school governance and how it contributes to school improvement 	<ul style="list-style-type: none"> • Knowledge of the school inspection handbook and how it can inform school development