

JOB DESCRIPTION AND PERSON SPECIFICATION



EMPLOYMENT DETAILS	
JOB TITLE:	Assistant Headteacher
GRADE:	Leadership scale points 1 - 5
ALL STAFF RESPONSIBILITIES:	<ul style="list-style-type: none"> To live our values of collaboration, citizenship, sustainability and achievement. To follow our schools' and Trust's policies and procedures. To value lifelong learning and develop skills and knowledge. To adhere to the highest level of safeguarding and child protection.
MAIN PURPOSE OF THE ROLE:	The Assistant Headteacher will provide strategic, operational and professional leadership that secures high-quality education, high expectations and improved outcomes for all pupils. Through modelling the school's values—resilience, independence, collaboration, kindness, excellence, equality and respect—the postholder will drive improvement, strengthen teaching and learning, and contribute to a positive, inclusive school culture.

MAIN RESPONSIBILITIES	
STRATEGIC LEADERSHIP	<ul style="list-style-type: none"> Support the Headteacher and senior leadership team in developing, articulating and implementing the school's strategic vision and school improvement priorities. Ensure strategic plans align with the school's core values and contribute to improved outcomes for all pupils. Lead whole-school projects and priority areas as delegated, ensuring clear milestones, success criteria and impact evaluation. Use data and monitoring information to identify strengths, gaps and emerging needs, contributing to school self-evaluation and improvement planning. Promote an ambitious, forward-thinking culture that enables all pupils and staff to thrive.
CURRICULUM AND TEACHING OVERSIGHT	<ul style="list-style-type: none"> Lead the improvement of teaching, learning and assessment across identified subject or curriculum areas, modelling excellent practice. Promote personalised, reflective learning approaches that encourage pupils to take responsibility for their progress. Work with subject leaders to ensure curriculum planning is coherent, progressive and inclusive. Monitor the quality of teaching through regular learning walks, book looks, coaching, team teaching and staff development. Ensure assessment systems are used effectively to identify need, target support and raise attainment.



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<p>OPERATIONAL LEADERSHIP AND MANAGEMENT</p>	<ul style="list-style-type: none"> • Contribute to the smooth operation of the school, ensuring daily systems, routines and expectations are consistently upheld. • Ensure full compliance with safeguarding duties, policies and statutory responsibilities, working closely with DSL and leadership team. • Monitor pupil attendance, behaviour, inclusion and wider pastoral indicators; implement strategies to secure positive outcomes. • Lead or support behaviour, attendance or safeguarding initiatives as required.
<p>STAFF DEVELOPMENT AND PERFORMANCE MANAGEMENT</p>	<ul style="list-style-type: none"> • Provide coaching, mentoring and line management to staff, supporting them to develop high-quality practice and professional confidence. • Lead professional development sessions, INSET and CPD pathways, aligned with school priorities. • Conduct appraisals in line with school policy, giving clear developmental feedback and supporting staff to set ambitious goals. • Model effective communication, collaboration and emotional intelligence, fostering a team culture built on respect and shared purpose.
<p>COMMUNITY ENGAGEMENT AND PARTNERSHIPS</p>	<ul style="list-style-type: none"> • Build strong, positive relationships with parents and carers, promoting meaningful engagement and shared ownership of pupil success. • Work with the Headteacher and other senior leaders to strengthen community links and external partnerships. • Represent the school in Trust-wide initiatives and share best practice across the organisation. • Promote the school's reputation as a safe, inclusive and high-performing environment.
<p>SAFEGUARDING</p>	<ul style="list-style-type: none"> • Recognise and report any concerns about pupils' safety, wellbeing, behaviour or development, following school safeguarding procedures. • Maintain safe working practices, professional boundaries and confidentiality when working with pupils. • Support pupils' wellbeing, inclusion and positive behaviour, ensuring a safe and secure learning environment for all.

- This job description outlines the duties of the post at the time of publication.
- The post holder may be asked to carry out other reasonable duties without changing the role's general responsibilities.
- Priorities will be reviewed annually through performance management.

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Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> Qualified Teacher Status (QTS). Degree and strong evidence of ongoing professional development. 	<ul style="list-style-type: none"> NPQL Experience leading curriculum areas or whole-school improvement initiatives. Experience using data effectively to inform teaching, learning and strategy. Successful leadership experience at middle or senior leadership level.
Skills and experience	
Essential	Desirable
<ul style="list-style-type: none"> Excellent interpersonal and communication skills, with the ability to influence, motivate and inspire staff and pupils. Strong coaching and mentoring skills, enabling high-quality professional development across teams. Ability to analyse data effectively and translate insights into meaningful action to drive school improvement. Highly effective organisational and time-management skills, with the ability to prioritise, meet deadlines and manage competing demands. Strong leadership skills, including the ability to support, challenge and develop staff. Confident decision-making, problem-solving and reflective thinking. Ability to build positive relationships with parents, carers, external partners and the wider community. Competence in using digital tools, MIS systems, and technology to enhance teaching, learning and leadership. 	<ul style="list-style-type: none"> Ability to lead whole-school initiatives or large-scale improvement projects. Skills in developing or leading specialist areas (e.g., behaviour, safeguarding, inclusion, curriculum innovation).
Knowledge	
Essential	Desirable



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<ul style="list-style-type: none"> • Secure understanding of statutory safeguarding responsibilities and safer working practice. • Deep knowledge of current educational research, pedagogy, and effective teaching and learning strategies. • Strong understanding of curriculum design, progression, assessment and evaluation across primary phases. • Knowledge of school improvement processes, self-evaluation and effective quality assurance. • Understanding of inclusion, SEND, behaviour principles and strategies that promote positive learning behaviours. • Awareness of national policy developments, Ofsted expectations and wider educational priorities. • Understanding of staff development frameworks, including appraisal, capability and professional growth models. 	<ul style="list-style-type: none"> • Knowledge of current national educational developments, including Ofsted changes, leadership frameworks and policy trends. • Familiarity with trust-wide improvement models or multi-school working. • Knowledge of strategic curriculum planning, including sequencing, assessment models and whole-school literacy/numeracy strategies.
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Personal traits

The successful candidate will be

- Commitment to school values: resilience, independence, collaboration, kindness, excellence, equality and respect.
- High expectations for pupils, staff and personal conduct.
- Professional integrity, emotional intelligence and reflective practice.
- Commitment to staff and pupil wellbeing and inclusive education.

Additional requirements

The successful candidate will have

- Evidence of an enhanced DBS check, or willingness to undertake one.
- Suitable references from their previous employer.

Signed:	Date:
Name:	School:

