



### **Job Description**

## **Assistant Headteacher – Teaching, Learning, & Assessment**

**Contract type:** Full-time permanent

**Reporting to:** Headteacher

**Location:** Serenity School Coulsdon

## The Role

This is an exciting opportunity for an experienced and passionate educational leader to shape and lead the teaching and learning strategy at our Coulsdon school. You will work closely with the Headteacher, senior leaders, and classroom staff to improve pedagogy, curriculum implementation, assessment practice, and staff development.

Our Coulsdon School includes both Formal and Semi-Formal pathways, ensuring pupils with a broad range of academic and SEND profiles experience ambitious, adapted learning.

You will play a key role in embedding a culture of high expectations, professional growth, and inclusive excellence. Your work will ensure a shared, ambitious standard for the quality of education we deliver to all our pupils.

## Key Responsibilities

### **Leadership**

- Lead and implement strategy for outstanding teaching and learning.
- Support the Headteacher and senior leaders in evaluating and improving classroom practice.
- Support the Headteacher and other SLT in the day-to-day management of the school.
- Build positive relationships with members of the school community.
- Contribute to robust quality assurance processes, including lesson observations, work scrutiny, and data analysis.
- Drive consistency in curriculum intent, implementation, and assessment practice across all schools.
- Support middle leaders and subject specialists in embedding high-quality curriculum intent, implementation, and impact.
- Lead impactful professional development programmes, coaching, and collaborative networks.
- Champion evidence-based practice and innovation, particularly in supporting SEND and disadvantaged learners.

- Monitor impact and report regularly to the COO and Board on the quality of teaching and learning.

### **Managing staff**

Under the direction of the headteacher:

- Assist with the selection and recruitment of new teaching staff.
- Performance management of middle leaders, including conducting appraisals, providing professional development opportunities, and holding staff to account to their performance.
- Create an ethos within which their direct reports are motivated and supported to develop their skills and knowledge.
- Commit to their own professional development, proactively identifying development opportunities.

### **Modelling best practice for teachers**

- Demonstrate excellent performance against parts one and two of the teacher's standards: teaching and personal and professional conduct.
- Implement strategies and initiatives to share best practice with others in the school, developing confidence and skills in others.

### **Systems and processes**

Under the direction of the headteacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on
- safeguarding pupils and developing exemplary behaviour.
- Implement systems for managing the performance of all staff, addressing any
- underperformance, supporting staff to improve and valuing excellent practice.
- Work with the directors and the governing board as appropriate.
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and
- resources.
- Support distribution of leadership throughout the school.

### **Other areas of responsibility**

*As an Assistant headteacher, to lead in a particular area of school leadership that will include one of the following as determined by the headteacher.*

### **Assessment**

- Lead on the whole-school assessment strategy, ensuring it is rigorous, well-evidenced and is easy to communicate to pupils and parents.
- Track and analyse pupil performance data, paying particular attention to disadvantaged groups such as those eligible for the pupil premium, with special educational needs, or who speak English as an additional language.
- Plan and implement interventions for those pupils who are not progressing.
- Keep up to date with accepted best practice in the field of assessment and advising others about this.
- Providing training and support for teachers and support staff on administering the assessment system effectively.

## Person Specification

### Essential

- Proven track record of securing sustained improvements in teaching, learning, and pupil outcomes in a leadership capacity.
- Deep understanding of curriculum design, pedagogy, and assessment within secondary education.
- Systems-driven and highly organised, with the ability to establish, monitor, and refine consistent frameworks for quality assurance, data analysis, and staff development across multiple schools.
- Demonstrable experience of leading and improving outcomes across multiple subject areas or key stages.
- Skilled in coaching, mentoring, and developing others, with the ability to inspire, influence, and build capacity across teams.
- Highly analytical and data-literate, with a commitment to evidence-informed practice and measurable impact.
- Familiarity with Ofsted Education Inspection Frameworks and expectations across different key stages.
- Able to work effectively, demonstrating flexibility and the ability to lead within a collaborative context.
- Excellent communication and interpersonal skills, with the ability to build trust and credibility with staff at all levels.
- Strong organisational and strategic thinking skills, with the ability to prioritise and deliver within agreed timelines.

### Desirable

- Varied experience of working successfully across both mainstream and SEND settings, with a clear understanding of how to adapt practice for different contexts.
- Sound understanding of how to differentiate and adapt teaching to meet a wide range of learning needs, including those with complex SEND profiles.

- Demonstrated experience in designing, leading, and evaluating high-impact CPD and professional learning programmes.
- Accreditation or experience as a TEEP (Teacher Effectiveness Enhancement Programme) trainer, or equivalent expertise in evidence-based teaching frameworks.
- Experience of contributing to whole-school or multi-school improvement planning.

## **Equal opportunities**

Serenity Education Group is fully committed to equality of opportunity and diversity, and we warmly welcome applications from all suitably qualified candidates. We welcome applications regardless of race, colour, nationality, ethnic or national origins, religion or belief, sex, sexual orientation, gender reassignment, marital or civil partner status, pregnancy or maternity, disability, or age. All applications will be considered solely on merit.

Serenity Education Group is committed to safeguarding and promoting the welfare of children and young people and successful candidates will be subject to an Enhanced DBS (Disclosure and Barring Service) check.

The Safeguarding responsibilities of the post as per the job description and personal specification.

Whether the post is exempt from the Rehabilitation of Offenders Act 1974 and the amendment to the Exceptions Order 1975, 2013 and 2021. This means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further information about filtering offences can be found in the DBS Filter Guidance.