



Job Description and Person Specification

Title: Assistant Headteacher

Grade and Salary: Leadership Pay Scale (L13 - L17)

Contract: Teachers Terms and Conditions

Responsible To: The Headteacher in all matters

The postholder is expected to lead colleagues on a professional level across all aspects of the OFSTED framework with precise responsibilities to be agreed on appointment.

The postholder will also be expected to network and liaise across the Trust and wider community, to ensure a consistency of approach and a mutually supporting and beneficial learning environment

Line Manager of: Any members of staff that the Headteacher delegates line management responsibility for

Job Purpose: To support the Headteacher in the strategic and operational leadership and management of the School, promoting its ethos and culture and acting as an ambassador for the School.

To collaborate effectively with secondary senior leaders across the Trust.

The Assistant Head will undertake a range of organisational and supervisory duties and discharge routine leadership functions such as taking assemblies, dealing with student behavioural issues and line managing other staff.

With training, the Assistant Head should be able to assume responsibility and deal with any day-to-day matters in the absence of the Headteacher.

Play a major role in formulating the aims and objectives of the School and establishing policies through which they are achieved.

As a leading professional, the postholder will actively promote effective teaching and learning practices across the School.

Take a lead role in the monitoring and evaluation of school improvement strategies and the development and implementation of school improvement plans.

Corporate Responsibility: Every member of the Senior Leadership Team:

- Seeks opportunities to maintain the School at the forefront of educational
 - practice.
- Continues to develop the ethos of the School and to champion innovation.
- Undertakes such actions as are necessary to carry out designated whole School roles effectively and to a high standard.
- Provides a highly effective and efficient service for staff and
 - students.

- Uses their influence with staff, students and parents/carers to promote high standards and expectations of academic work, behaviour and attitudes within the School.
- Fosters and sustains a culture of enterprise and creativity in all aspects of the School's operation. Leading and developing the School's brand.
- Prioritises the safeguarding of students and will undertake DSL training to support colleagues as a Deputy DSL

Strategic Direction and Shaping the Future:

- To formulate and support the aims, ethos, vision and policies of the School and Trust.
- To develop positive working relationships and sustain motivation across the School.
- To develop and maintain high quality, impactful planning where operational developments are explicitly linked to strategy and target outcomes.
- To develop, implement, monitor and maintain policies and practices which reflect the School's commitment to high achievement and which are consistent with national, Trust-wide and School strategies and policies. • To draft and prepare strategic documents on behalf of the School such as the SEF, improvement plans, application submissions for awards/quality marks.
- To develop analytical processes for whole school performance data and monitoring of the quality of the data provided.
- To develop and enhance links with the wider community, especially parents/carers.
- To attend regional and national events to ensure the School is represented and kept abreast of future potential changes that may impact on the School.

Leading Learning and Teaching

- To provide guidance on a choice of appropriate teaching and learning methods and coaching relating to the delivery of these methods.
- Quality assurance including taking a lead role in supporting the monitoring and evaluation of teaching and learning across the School.
- To develop and implement systems for recording individual students' progress, and collect and interpret specialist assessment data.
- To ensure schemes of work are differentiated appropriately by colleagues and evaluate their impact on teaching and learning.
- Ofsted evaluation skills especially teaching and learning.
- To undertake and maintain lesson observations and evaluations in conjunction with the Headteacher and other leaders within the School.
- To achieve robust systems of pastoral care to ensure that every student feels valued, and is known and supported. • To work with colleagues to promote the behavioural system of the School and to ensure sustained improvement in this area.

Leading, Managing and Developing Staff:

- To build a collaborative leadership and learning culture within the SLT and the whole School and actively engage with the Trust to ensure high standards of recruitment, training and development.
- To ensure there is clear delegation of accountabilities, responsibilities and tasks, so that teams and individuals undertake effective planning, allocation, support and evaluation of work.
- To make effective use of staff expertise and assist the Headteacher in ensuring there are rigorous and robust performance management and development procedures of staff.
- Secure a culture of continuous professional development by leading and providing high quality training and support for potential leaders, teachers and support staff, including trainee teachers.
- To work with colleagues to implement coaching and mentoring systems to ensure the support and development of all staff working within the School.
- To plan, delegate and evaluate work carried out by team(s) and individuals, and ensure a consistent approach across the School.
- To promote a creative and collaborative working environment.
- To create, maintain and enhance effective relationships.
- To lead groups and support colleagues in staff development activities and evaluate the outcomes of these.
- To have an active commitment to CPD and lead by example in this area.

Resource Management:

- To identify resources needed to meet the needs of students with advice from the Headteacher/Trust of priorities for expenditure.
- To assist the Headteacher in ensuring that the range, quality and use of all available resources are monitored, evaluated and reviewed to improve the quality of education for all students and to provide excellent value for money.
- In conjunction with the relevant internal ICT staff and external experts, further develop to School's position in terms of using new and emerging technologies to benefit learning, teaching, assessment, reporting, management, administration, marketing, parental and other stakeholder engagement.
- To manage the School environment efficiently and effectively to ensure that it is attractive, welcoming, professional,

conducive to securing high standards, and meets the needs of the curriculum and Health and Safety regulations.

In addition, during the absence of the Headteacher the postholder will undertake to the extent required by the Headteacher or the CEO, the professional duties of the Headteacher to ensure the effective day-to-day management of the School.

Generic Duties and Responsibilities:

To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition the post is subject to compliance with:

- School and Trust policies and guidelines on the curriculum and school organisation
- Leicestershire County policies
- The Conditions of Service for School Teachers in England and Wales with locally agreed conditions of employment
- SEN Code of Practice
- DfE Statutory Guidance
- Common core of skills and knowledge for the children’s workforce
- All teachers have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or comes into contact with.

The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document.

February 2023



**PERSON SPECIFICATION
Assistant Head Teacher**

The Person Specification lists the qualities that we are looking for in a successful candidate. We will be using evidence from your letter of application, application form and interview to enable us to make a judgement of these qualities.

	Essential Requirements	Desirable
Education and Qualifications CPD Experience	<ul style="list-style-type: none"> ● Qualified Teacher Status (A) ● Evidence of appropriate professional development (A) ● Experience of working at Senior Leadership level or in undertaking whole school initiatives and leading change. ● Evidence of whole school responsibility or significant contribution to, including impact, on whole school initiatives (A/I) ● Evidence of effective decision making and processes pertaining to whole school ● Experience of contributing to effective professional development of staff (A/I) through coaching and mentoring 	<ul style="list-style-type: none"> ● NPQSL (A) or similar ● Graduate: Good Honours Degree(A) ● Further degree (A) ● Experience in a pre and post 16 environment (A/I) ● Evidence of professional development
Knowledge & Understanding	<ul style="list-style-type: none"> ● A clear educational philosophy (A/I) ● Ability to think strategically and maintain a hands on approach (A/I) ● Understanding of educational developments, including pre/post 16 (A/I) ● Ability to ‘horizon scan’ in terms of future major development and policy changes that may affect the School. ● Good knowledge and understanding of pedagogy and how to help students learn, effective learning strategies and the ability to apply this to everyday teaching (A/I) ● Good understanding of effective guidance and pastoral systems (A/I) ● Effective disciplinarian – commands respect e.g. assemblies (A/I) ● Ability to support others with behaviour management strategies(A/I) 	<ul style="list-style-type: none"> ● Involvement in whole school initiative(s) (A) ● Involvement in any National networks eg DfE, NCTL, Ofsted, etc

<p>Leadership</p>	<ul style="list-style-type: none"> ● Excellent leadership and management skills in line with the national standards, including interpersonal, communication, organisational, administrative and ICT skills (A/I) ● Ability to lead and provide the big picture and whole school perspective and command respect (I/R) ● Evidence of ways in which one had inspired staff to motivate students to maximise their attainment personally, socially and academically (A/I/R) ● Ability to lead, support, develop and motivate teams (A/I) ● Ability to delegate responsibility, deploy staff effectively and provide a focus for improvement (I) ● Ability to innovate, manage change and evaluate its impact (A/I) ● Ability to represent the school at external events ● Excellent problem-solving skills and change management processes in an educational setting (A/I) ● A role model for staff and students (I) ● Developed skills in self-evaluation and the ability to apply the OFSTED Self Evaluation Framework to improve performance (A/I) ● Ability to be an ambassador for the School, present at conferences and provide support for other schools (A/I) 	<ul style="list-style-type: none"> ● Innovative approaches to leadership, management, teaching and learning (A/I) ● Evidence of external School representation eg speaking at events, delivering workshops, sharing best practice.
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<p>Teaching and Learning</p>	<ul style="list-style-type: none"> ● Excellent classroom practitioner (consistently good or outstanding). ● Commitment to and ability to raise achievement for all (A/I/R) ● Proven track record of raising academic standards, good examination results and delivery against targets (A/I/R) ● Experience of implementing a range of effective intervention strategies (A/I/R) ● Able to use data to inform teaching, for target setting and improving performance (A/I/R) <ul style="list-style-type: none"> ● Role model as excellent classroom practitioner – capable of delivering consistently good to outstanding lessons, using a range of teaching and learning strategies and using effective behaviour management (A/I/R) ● A student centred, inclusive, positive, ‘can do’ approach to learning (I) ● Proven track record of improving teacher performance (A/I/R) ● Committed to ensuring excellent standards of behaviour at all times (A/I/R) ● Good use of new technologies as a tool for learning (A/I) ● Strong emphasis on relevance to the world of teaching (I) ● Excellent lesson evaluation skills (A/I) 	<ul style="list-style-type: none"> ● Experience of monitoring and evaluating classroom practice through regular observations (A/I/R)
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<p>Personal Qualities and commitment</p>	<ul style="list-style-type: none"> ● Commitment to the Iveshead School ethos and culture, getting things right first time and the pursuit of excellence (A/I) ● Commitment to the Mowbray Education trust vision and values and in ensuring all young people get maximum benefit from their school being part of a successful and collaborative trust (A/I) ● Personal gravitas, presence and impact which inspires others (I/R) ● Energy, enthusiasm and a positive can do approach (I/R) ● Tenacious and able to pursue matters to a close (I/R) ● High level oral, written, communication and evaluation skills (A/I) ● Excellent interpersonal skills, a person who enjoys working with young people and can empathise with colleagues (I) ● Ability to be reflective and self-critical (A/I) ● Ability to remain calm, focussed and effective under pressure and meet tight deadlines (I) ● Flexibility in working practices and adaptability to change (I) ● Commitment and willingness to go that “extra mile” (I) ● Excellent record of punctuality, attendance, health (I/R) ● Adherence to the School’s professional code of conduct and dress (I) ● Commitment to establishing links with the community and businesses (I) ● Commitment to collaborative working with other schools and HE (A/I) ● Willingness to work in other schools as part of the School’s continued development (I) ● Commitment to the equality and diversity (A/I) ● Sense of humour, common sense and the ability to maintain a sense of perspective (A/I) 	<ul style="list-style-type: none"> ● Range of interests and activities (I) ● Potential for Headship (A/I)
<p>Suitability to work with children</p>	<ul style="list-style-type: none"> ● Responsible for promoting and safeguarding the welfare of children and young persons for whom you are responsible or come into contact with ● Not barred from working with children 	

A: application

I: interview /in tray/task

R: reference