



**Associate Assistant Headteacher
/Director of Mathematics and Numeracy
Start: ASAP/September 2026**

Application Pack



Wanstead High School

Education with Character

Redbridge Lane West, Wanstead, London E11 2JZ

• Tel: 020 8989 2791 • Email: whs@wansteadhigh.co.uk

• Website: www.wansteadhigh.co.uk



Headteacher: Miss E Hillman

Dear Prospective Candidate

April 2026

Thank you for showing an interest in our school. I have been Headteacher since September 2022, and love the school, the pupils and the commitment to 'Education with Character'. This is a great place to be, with great staff, a welcoming atmosphere, opportunities for growth and development via a robust CPD programme at all levels, and strong links with local schools; including being part of the Seven Kings Teaching Alliance. Behaviour for learning is very good and pupils are polite, engaging and motivated. They really are truly amazing young people with bags of character and creativity.

The school was 100 years old last year and we strive, as then, to be the best local school for the community, providing unparalleled opportunities for our pupils to find their interests and develop a passion for learning, as well as growing to be lovely human beings!

The school received a 'Good' Ofsted judgement in May 2025 and the [report](#) celebrates the things we are really proud of and highlights our amazing young people. The school is clear about its development priorities and aspires to improve further and offer an outstanding education for all. We seek to enable all pupils to achieve the highest academic standards, with a particular focus on further supporting our SEND learners and continuing to develop adaptive teaching and filling gaps in learning. For the second year, our disadvantaged pupils outperformed our non-disadvantaged pupils in progress measures.

We encourage you to visit or call and learn more about the school and get a better understanding of what we are, what we stand for and the journey we are on. This opportunity is really exciting for someone who wants to demonstrate and build on excellent core subject leadership and consolidate a department with huge potential. In addition, this is an ideal stepping stone for someone who wants a bridge between Head of Department and a role in substantive senior leadership. You will gain vast amounts of experience working strategically with SLT and experiencing life as a key leader. We recognise that some candidates may be looking to establish themselves as middle leaders before progressing into senior leadership and would consider this as a more traditional Head of Maths role. We encourage you to apply, and we will support your development so that you gain the confidence, skills, and experience needed to take the next step into a senior leadership role. We are also advertising for a Head of Maths if we are not able to recruit for this position.

We have a clear and strong Behaviour Policy and have bold plans ahead to ensure all our young people are supported and developed during challenging times and a growing backdrop of mental health needs. We are exploring exciting new models of appraisal to make sure staff really do grow and develop - a high challenge, low threat approach supported by line management and instructional coaching. This is an exciting place to grow and develop as a teacher, staff member or leader.

Whilst we want to ensure change as per our School Development Plan, we are also committed to ensuring this is a truly great place for staff to work - we constantly consider well-being and offer great perks for teachers like the opportunity to leave school if staff have free periods for the rest of the day, as long as directed time is made up elsewhere. We also offer free tea and coffee in the staff room and are looking to develop a much more active staff social life in the future for those who like this sort of thing!!

As outlined above, we welcome visits to the school and I am happy to talk over the phone to anyone about the role and/or school. We currently have a large building project taking place, which will add 14 new classrooms and associated facilities, with a dedicated dining hall, commercial kitchen and a Leisure Centre and swimming pool on site. I hope you will have the vision to look beyond the temporary facade.

Please do not hesitate to get in touch and learn more about this amazing school.

Yours sincerely

Emma Hillman - Headteacher - Facebook and Instagram: [@wansteadhigh11](#)

What We Offer - Work With Us

In addition to a professional and supportive work environment at Wanstead High, please see a host of benefits our teachers will have access to as members of our team:

- Pay and Conditions: 10% PPA minimum for teaching staff. 84% loading for Mainscale Teachers. Follow School Teachers Pay and Conditions 2012 including automatic Main and Upper Pay Scale progression for teaching staff. Access to Teachers' Pension Scheme (TPS).
- Investment in training and professional development and a supportive appraisal process.
- Reduced cost of Wanstead Leisure Centre use including an impending swimming pool. Possible use of free in-school small gym from September 2026.
- Interest-free beneficial loans to spread the cost of transport season tickets.
- LBR Cycle to Work Scheme.
- Access to the eye care scheme.
- Hugely supportive Senior Leadership Team.
- At least fortnightly line management.
- Free hot drinks.
- Occasional staff breakfasts.
- Catered INSET days.
- Subsidised school lunches.
- Free on-site parking.
- Flexi-opportunities at the start and end of the day.
- Employee Assistance Programme. 365 days/24 hour helpline and additional support with legal, financial advice and counselling.
- Occupational Health and Well Being support
- Generous leave of absence.
- Paid paternity leave*.
- Team building and social events to build cohesion and community.
- Opportunity to join well-being forums and shape practice via surveys etc.
- Dedicated rooms with PCs or laptops for all full-time teaching staff.
- Google Suite and Office 365 access for personal devices.
- Short walking distance of Wanstead (0.4 miles) and Redbridge (0.6 miles) Central Line stations.
- Close to a vibrant high street with cafes and independent shops.
- Close to Wanstead Green and local parks.
- * where applicable



This is a great opportunity for an enthusiastic and diligent candidate who is keen to develop their skills in a successful school that will provide great support and encouragement. We offer an outstanding opportunity for the right person to make a real impact on children's lives, and to develop their career in a very pleasant, successful and innovative school. We hope that you will decide to pursue your application and that you will consider a future with us at Wanstead. Whilst you will need to work hard, we value well-being and support all staff with flexible ways of working where possible.

As part of Seven Kings Teaching School Alliance, Wanstead is able to provide a wide variety of CPD opportunities for staff at all stages of their career, both within Wanstead and the Teaching School Alliance. The post offers an excellent opportunity for the right person to develop their career within an exciting and supportive department and school.

Application Requirements

Please write a statement in support of your application.

This must address the Person Specification.

Statements in support of your application should be no longer than two sides of A4.

The closing date for this post is 23:59 on 8th May 2026 although outstanding candidates may be interviewed before the closing date.

To apply for this role, please visit our website: wansteadhigh.co.uk/vacancies.

Interviews TBC.

Candidates should be advised that if they have not received a response within 2 weeks of the closing date, they should assume that they have not been shortlisted.

If you would like to speak to the Headteacher or current Department Leader regarding this post or if you have any questions, please contact HR (recruitment@wansteadhigh.co.uk).



Further Information

Role: Associate Assistant Headteacher/Director of Maths and Numeracy

Full/Part time: Full time

Start Date: ASAP

What We Are Looking for

We are looking for a passionate and dynamic professional to lead our exciting Mathematics Department and Whole School Numeracy; to help enthuse and excite pupils about the subject and lead them to great outcomes. In addition, the role will include working as an Associate Assistant Headteacher, as part of the Senior Leadership of the school, enabling the candidate to gain that necessary experience to secure substantive roles at this level in the future. The exact nature of these strategic responsibilities will be determined once the candidate is chosen. We recognise that some candidates may be looking to establish themselves as middle leaders before progressing into senior leadership. We encourage you to apply, and we will support your development so that you gain the confidence, skills, and experience needed to take the next step into a senior leadership role.

The successful candidate will be expected to lead the Maths department to reach ever higher standards as well as be a key leader in the school supporting the School Development Plan and the drive to make the school even better. The department consists of 12 staff and they deserve excellent leadership to ensure they continue to grow and develop as excellent teachers and postholders.

You will need to teach Maths to A-Level standard and will lead the continual cycle of curriculum refinement across all year groups. The department currently has 2 postholders leading each Key Stage, who would work closely with you to support your aims and vision, and we are looking to recruit a Deputy Head of Maths, possibly internally.

This post would suit a candidate who has the drive and enthusiasm to lead the department. consider and implement best practice in numeracy across the school. You will be a dynamic, committed professional who strives for all pupils to do their very best and who is committed to narrowing the gap for our disadvantaged and SEND pupils. You will be ambitious and solution-focused and contribute significantly to the ethos of the school, as well as having a sense of humour.

Headteacher's Welcome

I am an experienced and successful Headteacher having been Head of Heathcote School for 5 years prior to joining Wanstead High in September 2022. I have worked for 30 years in, and with, London schools and love the diversity and ambition of young people in our capital city. I have a 16-year-old daughter, and she drives my passion and ambition for children, ensuring that all pupils have an opportunity to be the best they can be; finding their interests and talents and ensuring they are nurtured.

Wanstead High has so many strengths, not least the inclusive and warm ethos, that I have experienced from day one, as well as the strong academic foundations and exam results. Our School Improvement Partner stated that staff at Wanstead High 'hold children's lives in their hands and hearts'.

At GCSE in 2025 a third of grades were assessed at grades 9-7 and Maths and English results were well above national. We are very proud the disadvantaged pupils out performed non-disadvantaged pupils in progress measures.

At A level, 29% pupils achieved A*-A, 61% A*-B and 82% A*-C, increasing from last year and well above national figures. 59% of pupils will be studying at Russell Group Universities and two pupils are on their way to Cambridge, one with with 2A*s and 2 As in Geography, History of Art, History and Art.

There was so much positive feedback from our pupil survey last year, for example, one pupil said that what they love most about the school is that 'All the teachers care about how you feel and how you are progressing in class.' Others loved the 'lunch, staff, food, opportunities' and 'the learning in which teachers make the learning most effective and find fun ways to learn to encourage children.'

Parents also rate highly the discipline, diversity, friendship, good education, care from staff and inclusive approach and nearly 90% agree or strongly agree that their child is happy in school. In addition, 90% of staff agree or strongly agree that they really enjoy working at the school.

Some other feedback from pupils that helps to get a better understanding of what the school is about:

- *'The ability to feel accepted.'*
- *'The school achieves good results and there are kind, caring and patient students in the community - you give the school a good reputation.'*
- *'I am proud of being a part of the Wanstead High Community because I am able to learn with the best teachers and I have many learning opportunities to help build a great future.'*
- *'Dance and music opportunities.'*
- *'Definitely the togetherness we have at this school, and it's a really inviting atmosphere.'*
- *'The way the school runs and makes me feel as if I belong here.'*
- *'Everyone is very nice and supportive, especially teachers.'*
- *'Safety and kindness.'*
- *'How close we all are and how much we all support each other.'*
- *'Being part of a lovely team including space where you feel that you can openly talk about your thoughts and feelings, and you feel supported by all members of staff.'*

We know we are not yet perfect, but we will never rest on our laurels. Leaders at all levels in the school are reflective and honest and able to forensically analyse what needs to happen to continually grow and improve. We also encourage feedback to ensure we listen to the voices of our stakeholders. The staff are passionate and dedicated subject specialists, committed to providing 'education with character' for all and capable of ensuring the best quality learning and teaching and results for pupils. It is vital that all pupils have the same opportunities and chances to reach their potential, and we address areas where this is not the case.

We strive to ensure the curriculum is rigorous, but also romantic, and engages pupils at all levels, as well as being diverse and forward-thinking. I am passionate about developing the full person, ensuring enrichment opportunities for pupils of all ages, and enabling excellent mental health and well-being, supporting pupils and staff still, in some cases, affected by after-effects of Covid and for the community to continue to grow and flourish.

Other School Information

Our Progress 8 score has been positive and above average for the past 3 years - there are no 2025 progress measures. Our disadvantaged pupils make excellent progress.

A large number of our pupils stay on to the Sixth Form and the majority of these gain entrance to universities and other centres of Higher Education, and we also recruit a substantial number of post-16 pupils from the surrounding area.

The school is maintained by the London Borough of Redbridge and is situated in a residential area near Epping Forest, served by the London Transport Underground Central Line and the M11 motorway. It is, therefore, both within easy reach of central London and out-lying areas such as Essex and Hertfordshire.

There are currently approximately 1438 plus pupils on roll including 250 pupils in the Sixth Form. Currently there are 150 teaching and support staff. Eight forms of entry (240 pupils) are admitted at Year 7. The school encompasses a rich social and cultural diversity and 35% of pupils speak English as an additional language. There are over 35 languages spoken by the pupils. The school is heavily oversubscribed.

All pupils wear uniform except in the Sixth Form where pupils are required to wear smart clothing. After much liaison with 40 linked primary schools (7 main feeders), pupils join one of eight mixed ability tutor groups and the school seeks to maintain the composition of this and the association with the same tutor throughout the pupil's career. The year based pastoral system is central to the discipline and wellbeing of the pupils. Tutors are led and supported by an experienced team of pastoral heads.

The school has some very good facilities, including a Sixth Form Centre with study facilities; ten well equipped Science laboratories and a purpose built theatre, a dance studio and music suite. Considerable refurbishment has taken place over recent years, with work still on-going. The school is well-resourced with IT equipment. There is currently a new build project which you will see if you visit - this will be a new Humanities Block and swimming pool and is therefore a joint enterprise between Leisure and Education. This does impact the day to day running of the school and we are very much looking forward to its completion.

The school's sports facilities are used as a local Leisure Centre, which serves the community in the evening, but which is part of the school during the day. It comprises 4 squash courts, a sports hall, a gymnasium, a multi-purpose sports hall, a fitness training room and a floodlit play area.

School Vision and Aims

Who are we?

Wanstead High School is a modern, forward-looking school with traditional values maintained over the last hundred years. We seek to provide the best, most inclusive, local education for all our pupils and a thriving and collaborative environment for staff, ensuring no one is left behind. We seek to develop a passion for learning which promotes academic and career success, happiness, personal growth and confidence whilst ensuring everyone is safe and everyone is able to benefit from the right help when they need it.

We all achieve in our learning community by being:

- **Ready**
- **Respectful**
- **Responsible**

What Is Our Vision?

A school that creates.....

- A love and passion for creative and collaborative learning - inside and outside of the classroom - which is encouraged to drive progress and ambition within our school: staff, Governors and pupils alike.
- A curriculum on offer that is engaging, relevant, broad and balanced and is implemented equally for every pupil in every classroom.
- The development of character is fostered in all areas of school life and pupils develop to be kind and respectful of others views and opinions and nobody tolerates bullying or discriminatory behaviour. Pupils also strive to achieve specific character virtues that they have chosen, including integrity and teamwork.
- All pupils are challenged consistently to excel in everything they do, from academic study, sport, artistic skill, through to their personal and group behaviour and attendance.
- Pupil, parent and staff voice and strong relationships help to shape our values and development.

Our Learning Community

- A Wanstead High pupil will develop to be a happy, kind, safe and well-rounded character, able to self-regulate, who has been encouraged, supported and challenged in school to maximise opportunities in all areas. They will be able to make confident, positive and informed choices about their life and role in British society beyond Wanstead High School.
- A Wanstead High parent/carer will support the school at all times and be secure in the knowledge that their child will be treated as an individual, exposed to knowledge, skills and character development in an innovative and forward-thinking way and will be supported on the journey from childhood to a confident, successful and happy adult life.
- A Wanstead High School staff member will be given the opportunities, space and support to become reflective, passionate, energetic and positive about their role, always looking to collaborate, grow and develop and expand their experiences both inside and beyond our learning community.
- A Wanstead High School Governor will be enthusiastic, well-informed and motivated to challenge and support our learning community to deliver our vision and values in a productive, successful and collaborative way.

School Ethos

We expect our staff to:

- Play a full part in the life of the school community, supporting its distinctive vision and ethos and leading staff and pupils in doing the same.
- Actively support the school's corporate policies and aspirations.
- Adhere to the staff professional code of conduct as developed collectively by staff.
- Comply with the school's Health and Safety Policy and undertake risk assessments as appropriate.
- Check emails on a daily basis to keep up to date with issues communicated within the school.

All staff are expected to behave in accordance with the school values and a culture of high challenge and low threat.

School Site and Accessibility

Wanstead High School is committed to providing an inclusive and accessible environment for all members of our community. We recognise the importance of diversity and strive to create an atmosphere that accommodates individuals of varying abilities.

While we are actively working towards improving accessibility, it is important to note that currently, certain areas of the school are not wheelchair accessible. We estimate that approximately 70% of the school premises may pose challenges for individuals using wheelchairs.

We encourage candidates to inform us of any specific accommodation needs during the application process. We are committed to working collaboratively to provide reasonable accommodation that facilitate equal participation in the recruitment and employment process.

Wanstead High School is an equal opportunity employer and encourages applications from individuals of all backgrounds, including those with disabilities.

Safeguarding

Wanstead High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in this commitment. This post will be subject to an enhanced DBS check and Overseas Police checks, if applicable. Online searches will also be carried out for shortlisted candidates.

Successful candidates will undergo full Safer Recruitment checks including, if applicable, Children's Barred List check, Right to Work check, Qualifications check, Section 128 check, Prohibition from Teaching check and Professional References.

Shortlisted candidates are aware that their applications and data submitted will be kept on file for a period of 6 months and will not be disclosed to any third parties without their consent.

As part of our commitment to safety and safer recruitment and in line with Keeping Children Safe in Education, we will conduct an online search of publicly available information, including social media platforms, for shortlisted candidates.

JOB DESCRIPTION

| | | | |
|---|--|---------------------|----------|
| Job title | Associate Assistant Headteacher/Director of Maths and Numeracy | Salary Range | L10 - 13 |
| School | Wanstead High School | | |
| Reports to | Headteacher/Deputy Headteacher | | |
| Responsible for | Quality of Education and other responsibilities as agreed | | |
| Characteristics of Leaders at Wanstead | | | |
| <p>Our work is led by our values and beliefs that tie in with the school vision. We are solution-focused, own our own workload and do not wait to act. We are inspired by our purpose to improve the life-chances of our most vulnerable pupils, create genuine education with character and to develop new expertise in our teachers and ensure all teachers improve.</p> <p>We build relationships into our work, give to others readily and use other strengths alongside our own, to have greater impact in our work. We are inspirers and facilitators of our teams; able to influence and advocate. We see the big picture and strive for collaboration across the school.</p> <p>We are independent thinkers, willing to speak out to challenge others and any views or actions that are inconsistent with our shared aims and values. We are able to take decisions despite ambiguity and are resilient and persistent in the face of challenge.</p> <p>We expect the best from people and do not prejudice; we value quality work, tangible results and feedback to inform continuous improvement.</p> <p>We are able to recognise the limitations of ourselves and our work and strive for improvements. We are flexible in our thinking, willing to be proved wrong and able to plan for strategic changes, prioritised over short term shallow goals</p> <p>We are able to be challenged and to learn from experiences and interactions. We are aware of and respectful of others' experiences, insight and knowledge and constantly look to recognise unconscious bias.</p> | | | |
| Job Purpose | | | |
| <p>The core purpose of the post is to assist the Headteacher in leading the school to achieve its strategic plans and implement the school vision and School Development Plan (SDP). All members of the Leadership Team should be:</p> <ul style="list-style-type: none"> ● learning-centred ensuring all stakeholders reach their potential; ● work in a high challenge, low threat way; ● be focused on sustainable leadership; ● reflect the highest possible professional standards including the health and safety of all stakeholders whilst in the school's care. <p>All teachers at Wanstead High School are expected to uphold the school vision and ethos on a daily basis through their professional conduct.</p> <p>All teachers' job descriptions define the responsibilities of the postholder as being:</p> <ul style="list-style-type: none"> ● Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the School Teachers' Pay & Conditions Document (STPCD). ● To comply with Health and Safety at Work Legislation This job description is not a comprehensive definition of the post. It will be reviewed on a regular basis and it may be subject to modification or amendment at any time. The specific roles of the Assistant Headteacher will be decided in discussion with the Headteacher and other senior leaders as appropriate. All SLT members will be expected to | | | |

comply with any reasonable requests from the Headteacher or Governors to undertake work that is not specified within this job description.

Specific Responsibilities

- Quality of Education

General

In accordance with the current DFE Teachers' Pay and Conditions Document, SLT members will:

- Carry out the professional duties of a teacher as circumstances may require under the reasonable direction of the Headteacher.
- Perform, in accordance with any directions, which may reasonably be given to you by the Headteacher from time to time, such particular duties as may reasonably be assigned to you.
- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to you.
- Promote Equal Opportunities throughout the school.
- Support, promote and contribute to the development of the vision, goals and aims of the school.

Strategic Leadership - responsibilities as an AAHT will be agreed after appointment:

- Provide clear strategic direction for the school that achieves the highest quality educational provision.
- Aim for and deliver strong standards in the areas you line manage or are responsible for.
- Contribute to a rigorous self-evaluation framework that substantially contributes to raising standards.
- Keep under review the work and organisation of the school and monitor and evaluate the effectiveness of it, challenging leadership at all levels.
- Attend senior leadership meetings
- Line management of middle leaders as appropriate.
- Promote the well-being of all staff and ensure workload is manageable enabling staff to grow and flourish.
- Engage parents and the community to support and work with the school to drive improvement.

Heads of Departments

Head of Departments, in conjunction with Heads of Year, the Senior Leadership Team and the Headteacher are responsible for the general good order and discipline of the school, and in the implementation of the School Development Plan (SDP) and all policies. Head of Departments lead their department in ensuring an ambitious culture of high challenge and low threat, ensuring the best possible learning and leadership of learning within the department and across the school, ensuring safety is a key focus, behaviour and attendance are exemplary and ensuring all pupils have equal opportunities to make maximum progress.

Main Responsibilities for Head of Departments

- To develop a strong vision for the department, in line with the whole school vision, that inspires staff and pupils.
- To lead the development and coordination of the department across the key stages, ensuring a challenging curriculum and quality first teaching which are responsive to arising needs and meet statutory requirements and ensure high achievement for all pupils. There should be a clear drive and focus on narrowing the gap for key groups that has clear and rapid impact.
- To lead the department in the drive to improve and ensuring all pupils have a well-prepared, relevant and appropriate curriculum that ensures equality of opportunity and outcomes that aim to meet or exceed national outcomes, constantly demonstrating that disadvantage need not be a barrier to improvement.
- To ensure the curriculum has a clear vision and ensure that all department members understand this and that the curriculum is regularly reviewed to ensure it meets the vision and enables pupils to develop transferable skills and knowledge.
- To ensure quality first teaching for SEND pupils, ensuring all pupils have their needs met, including working with other staff, such as TAs.

- To lead staff in the teaching of Mathematics and provide a role model for high quality teaching and learning, including a focus on challenging misconceptions, live feedback and marking and behaviour management, in line with departmental and whole school priorities.
- To work with the Quality of Education team to improve the quality of learning and teaching (including remote teaching if necessary) within the department and across the school, using this to inform future development.
- To ensure resources are impactful and high quality in all classrooms and on Google Classroom and are in place for all lessons in a timely fashion.
- To lead on the production of all relevant materials to support the department such as Department Handbook etc.
- To lead the development, implementation and monitoring of policies and practices which reflect the school's commitment to high achievement through learning and teaching.
- To monitor, evaluate and review all elements of department practice through the school quality assurance system.
- To lead the cyclical self-evaluation of the department including providing regular feedback through scheduled meetings, such as Annual Reviews, and informing and working with all stakeholders including the Governing Body as appropriate.
- To line manage and appraise staff as appropriate.
- To work with other schools locally and as appropriate to ensure best practice as well as support other schools as necessary within local agreements.
- To keep up to date with research and development in education and pedagogy and attend and where necessary, seek out appropriate professional development opportunities
- To contribute to whole school CPD in relevant areas
- To involve all relevant colleagues in the creation, delivery and monitoring of the Department Improvement Plan and ensure strategic planning and monitoring of budgets.
- To administer efficiently and effectively the resources and capitation of the department.
- To provide regular feedback to the SLT Line Manager to help the school evaluate its practice.
- To create a positive ethos for the department, creating a high challenge, low threat approach and lead and manage others so that they are supported and recognised for their strengths and contributions.
- To ensure that colleagues within the department benefit from coaching, appraisal and CPD that supports their growth and development and to challenge when there is less than satisfactory performance, despite the support mechanisms.
- To contribute to appropriate HR procedures to support those in the department such as Welcome Back Meetings and sickness absence processes.
- To initiate and, where appropriate, organise curricular, extra-curricular and enrichment activities related to the subject.
- To adopt a high-profile role within the whole school context, and promote whole school policies within the department and across the school.
- To play a key role in ensuring Standard Operating Procedures are implemented in department and other allocated areas.
- To be aware of, and respond appropriately to, any safeguarding and health and safety issues raised by materials and practice related to the subject.

Specific Responsibilities for all Teachers

- Teaching high quality lessons that are secure or better under the school's self-evaluation process.
- Teaching with due regard to current Health and Safety legislation.
- Planning and preparing schemes of learning and lessons.
- Teaching the full range of Key Stage 3, Key Stage 4 and Key Stage 5 classes according to their educational needs, the pupils assigned, including the setting and marking of work to be carried out by the pupil in the school and elsewhere.
- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned.
- Advising and co-operating with the Headteacher and other teachers, as well as other adults providing in-class partnership teaching, on the preparation and development of courses of study, teaching

materials, teaching programmes, schemes of learning, methods of teaching and assessment and pastoral arrangements.

- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials.
- Taking such part as may be required of in the review, development and management of activities, relating to the curriculum, organisation and pastoral functions of the school.

Appraisal & Continuous Professional Development

- Ensuring adherence to the Teacher Standards.
- Participating in any arrangements within an agreed national framework for the appraisal of her / his performance and that of other teachers.
- Reviewing from time to time her / his methods of teaching and programmes of work.
- Participating in arrangements for her / his further training and professional development as a teacher.
- In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for her / his supervision and training.
- Working towards the meeting of Threshold Standards or UPS standards, where relevant.
- Undertaking any reasonable direction from the Headteacher.

Safeguarding

It is everyone's responsibility to promote and safeguard the welfare of children and young persons that they are responsible for or come into contact with.

To ensure the safety and wellbeing of pupils in line with:

- The DFE Teachers Pay and Conditions Document.
- The school's Safeguarding Policy.

The above-mentioned duties are neither exclusive or exhaustive and the post holder may be required to carry out other duties as required by the service.

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

The job description is current at the date below but will be reviewed on an annual basis and, in consultation with you, may be changed to reflect changes in the job requirements which are commensurate with the job title and grade.

Name of post holder:

Date:

Signature:

**PERSON SPECIFICATION
ASSOCIATE ASSISTANT HEADTEACHER / DIRECTOR OF MATHS AND NUMERACY**

| Essential | Desirable |
|---|---|
| Qualifications | |
| <ul style="list-style-type: none"> • Qualified Teacher Status. • Degree in the relevant subject or subjects, preferably at 2.1 or above. • Evidence of recent professional development. | <ul style="list-style-type: none"> • Further professional qualifications. |
| Experience | |
| <ul style="list-style-type: none"> • At least 5 years successful experience as a classroom practitioner across the age and ability range. • Evidence of continuing professional development in leadership. • At least 3 years' successful curriculum leadership. • Proven record of leading effective professional development with a focus on pedagogy. • Proven record of good/outstanding teacher. • Experience of leading successful improvements in learning and teaching and managing change at a department or group level. • Experience of developing learning and Teaching for groups of individuals such as ECTs. • Experience of taking part in or leading department evaluation and feedback. • Extensive experience of leading quality assurance. | <ul style="list-style-type: none"> • Relevant, recent experience as a position of responsibility in a good or outstanding school. • Experience of working in more than one secondary school. • Experience of leading successful improvements and managing change at a department or group level. • Experience and understanding of the current OFSTED framework. • Impact at a whole-school level however small. |
| Skills, Knowledge and Understanding | |
| <ul style="list-style-type: none"> • A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning and a relentless focus on improving this. • An unwavering belief that disadvantage need not be a barrier to achievement. • A sound understanding of the processes of school improvement and a track record in this area. • An understanding of what makes a romantic but rigorous curriculum. • Successful track record in being robust in using data to raise achievement. • The capacity to establish a culture of high challenge and low threat within your areas of responsibility. • Proven record as a leader and/or teacher whose pupils reach high standards. | |

Leadership and Management

- A 'visible' leader, with a whole school presence.
- A proven record of the ability to motivate and inspire both staff and pupils.
- A proven record of the ability to delegate and consult effectively.
- A proven record of exceptional organisational and management skills.
- A proven record of successful team management.
- A decision maker who takes permission to lead.
- An ability to plan for strategic change.

Personal Qualities and Skills

- Evidence of high-level interpersonal and communication skills with the ability to communicate effectively with a variety of audiences.
- The ability to build productive professional relationships with pupils, staff, parents and governors.
- An ability and evidence of a willingness to empathise and listen, and to be self-critical and reflective.
- Enthusiasm, hard-work, integrity, creativity, flexibility and resilience.
- An understanding of and commitment to equal opportunities in its widest sense and a commitment to inclusive education.
- A solution focused approach to dealing with issues.
- A commitment to education with character.

Safeguarding

- Motivation to work with children and young people.
- The ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with young people.