



JOB DESCRIPTION AND PERSON SPECIFICATION

Assistant Headteacher – Quality of Education

Leadership Scale L5–9

Responsible to: Headteacher & Chief Standards Officer (Coastal)

Purpose of the Role

The Assistant Headteacher for Quality of Education provides strategic leadership to secure consistently high standards of teaching and learning across the school. The role focuses on how curriculum delivery, classroom practice, assessment, and feedback combine to enable all pupils to learn effectively, make strong progress over time, and deepen their understanding.

The postholder evaluates the impact of teaching strategies and interventions on pupil learning, ensuring that gaps in knowledge and achievement are swiftly identified and addressed. Working closely with the Assistant Headteacher for Curriculum, Data and Outcomes, the role ensures a coherent approach to curriculum implementation and pedagogy so that teaching consistently supports pupils to know more, remember more, and apply their learning with confidence.

Curriculum Leadership Responsibilities

- Ensure the school's approach to curriculum development is research-informed, ambitious, and inclusive, drawing on up to date educational research and best practice so that all pupils, including those with SEND and those who are disadvantaged, can access and succeed within the curriculum.
- Promote and support the design and implementation of a curriculum that is coherently sequenced, knowledge rich, and intentionally planned, enabling pupils to build understanding securely over time through high-quality teaching.
- Contribute to whole-school professional development by facilitating the sharing of best practice and innovation in curriculum design,



inclusive pedagogy, and assessment, both within and across subject disciplines.

- Remain proactive in staying abreast of national developments and current research in curriculum, assessment, SEND, and inclusion, translating research into practical improvements in classroom practice.
- Lead, support, and hold subject leaders accountable for curriculum and assessment design, ensuring that each subject curriculum demonstrates strong scope, coherence, rigour, sequencing, and clearly articulated progression for all learners.
- Guide subject leaders to ensure that assessment is purposeful and aligned to curriculum intent, enabling teachers to identify gaps in learning, adapt teaching, and provide effective support for SEND and disadvantaged pupils.
- Support subject leaders in securing shared understanding, collaboration, and ownership of curriculum development within subject teams, ensuring that highly intentional teaching is consistently enacted in classrooms.
- Work closely with the Headteacher to ensure they are fully informed of curriculum development, emerging strengths and priorities, and implications for teaching quality, professional development, and inclusion.
- Implement and oversee a systematic cycle of curriculum evaluation, using evidence from assessment, pupil work, and teaching practice to refine curriculum design and improve teaching and learning at all levels.
- Ensure that curriculum evaluation explicitly considers equity, inclusion, and impact, so that barriers to learning are identified and removed and all pupils are supported to achieve ambitious outcomes.

Teaching and Learning Responsibilities

- Provide strategic leadership for inclusive, highly intentional teaching, ensuring that all pupils, including those with SEND and other



vulnerable groups, can access, engage with, and succeed within an ambitious curriculum.

- Lead and implement rigorous whole school quality assurance processes focused on the impact of teaching on learning, inclusion, and outcomes, using evidence to inform professional development and leadership decision making.
- Work closely with the Senior Leadership team to raise the quality of teaching and learning, designing and delivering professional development aligned to inclusive pedagogy, highly intentional teaching, disciplinary literacy, and effective classroom practice.
- Coach and support middle leaders to design and deliver curriculum specific professional development that strengthens inclusive curriculum implementation and intentional teaching approaches.
- Model exceptional classroom practice, demonstrating highly intentional, adaptive teaching strategies that meet the needs of SEND pupils and promote engagement, progress, and independence.
- Lead the development and implementation of coaching programmes, training coaches to support teachers in refining inclusive practice and addressing areas for development in teaching and learning.
- Coach and mentor staff to improve performance, ensuring that teaching across the school is consistently good and increasingly outstanding, with a clear focus on SEND, inclusion, and equity.
- Implement strategies that promote positive behaviour and behaviours for learning, supporting inclusive, calm, and purposeful learning environments for all pupils.
- Support the Head of School in establishing a culture where excellence in inclusive teaching is recognised, valued, and developed, including identifying, mentoring, and developing future leaders of teaching and inclusion.
- Plan and deliver differentiated CPD responsive to career stage, subject expertise, and individual development needs, with a strong focus on adaptive teaching and meeting SEND needs.
- Identify and share strengths in inclusive and highly intentional teaching practice, promoting consistency and high standards in curriculum delivery across the school.



Wider Curriculum Responsibilities

- Provide strategic oversight and challenge to Heads of Faculty in the development, implementation and evaluation of their subject curricula, ensuring coherence, progression and ambition for all pupils, including those with SEND and those who are disadvantaged.
- Support Heads of Faculty to strengthen highly intentional curriculum planning, enabling teachers to deliver inclusive learning experiences that meet the needs of all learners.
- Work alongside the Assistant Headteacher for Curriculum, Data and Outcomes to develop, implement and review an effective whole-school assessment strategy that aligns with curriculum intent and informs adaptive teaching and intervention.
- Ensure assessment practices are purposeful, inclusive and used consistently to identify strengths, gaps in learning and barriers to progress, particularly for SEND and disadvantaged pupils.
- Oversee the school homework policy, ensuring it supports curriculum sequencing, reinforces learning, and is accessible and inclusive for all pupils.
- Lead and coordinate subject review cycles, evaluating curriculum intent, implementation and impact through evidence from teaching, assessment, pupil work and outcomes.
- Use findings from subject reviews to inform curriculum refinement, professional development priorities and improvement planning, ensuring equity and high standards across all subjects.
- Report on curriculum quality, assessment effectiveness and subject strengths and priorities to senior leaders, supporting informed strategic decision-making.

Safeguarding, Inclusion and Professional Conduct

- Uphold safeguarding as a fundamental responsibility.
- Promote equality, inclusion and fairness through outcome monitoring and intervention.
- Model high standards of professionalism, integrity and accountability.
- Engage in reflective practice and sustained professional development.



PERSON SPECIFICATION

Person Specification - Source Key: A = Application Form I = Interview R = References CC = Checking Certificates

Qualifications and training	Essential / Desirable	How Identified
Graduate with Qualified Teacher Status	E	A/CC
Achieved NPQSL	D	A/CC
Evidence of a commitment to on-going learning and professional development	E	A/CC/I/R
Safeguarding Level 1 (as a minimum)	E	A/CC
Experience and Knowledge	Essential / Desirable	How Identified
To have sound knowledge and commitment to safeguarding and promoting the welfare of children and young people.	E	A/I
Successful leadership of pupil progress and academic standards	E	A/I/R
Proven impact on raising attainment and closing gaps	E	A/I/R
Strong understanding of curriculum assessment, data and performance measures	E	A/I/R
Senior Leadership experience or substantial middle leadership experience within a secondary school setting, ideally with curriculum experience.	E	A/I/R
Experience of inspection and self-evaluation processes	E	A/I/R
Understanding of Catholic education and ethos	E	A/I/R
Skills	Essential / Desirable	How Identified



Excellent interpersonal and organisational skills	E	A/I/R
Strong analytical and evaluative capability	E	A/I/R
Ability to influence, challenge and support others	E	A/I/R
High resilience, integrity and professional credibility	E	A/I/R
Clear, confident and persuasive communication skills	E	A/I/R
Competencies/behaviours	Essential / Desirable	How Identified
Makes sound, concise judgements based on research and evidence.	E	A/I/R
Seeks continuous improvement in self and others.	E	A/I/R
Team player – leads by example, modelling appropriate behaviours and actions.	E	A/I/R
Manages others with compassion and direction.	E	A/I/R
Has high expectations of self and others.	E	A/I/R
Inspirational and highly motivated.	E	A/I/R
Managing effective relationships with staff body, student body, local community and all partners and stakeholders.	E	A/I/R
Demonstrates self-management and high levels resilience with appropriate responses.	E	A/I/R
Highly developed interpersonal skills and emotional intelligence.	E	A/I/R