



Job Description

Job Title: Assistant Headteacher
(Teaching, Curriculum and
Assessment)

Location: Bracken Hill School

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Job Title	Assistant Headteacher
Location:	Bracken Hill School
Hours per week:	Full Time
Weeks worked per year:	All Year round – (working term time)
Reporting to:	Head of School with strategic oversight from Executive Headteacher
Salary Scale:	L4-L8

Main purpose of Role

- To provide strategic leadership for teaching, curriculum and assessment across the school, ensuring all pupils receive an ambitious, engaging and personalised educational experience which enables them to achieve their full potential.
- To lead the development, implementation, monitoring and evaluation of the school's curriculum, teaching and assessment systems, ensuring they meet the diverse and complex needs of learners and result in improved outcomes for all pupils.
- To work as a member of the Senior Leadership Team, contributing to school improvement, self-evaluation and the development of a culture of high expectations, continual professional learning and inclusive practice.
- To ensure safeguarding is embedded across all aspects of the school's culture, curriculum and practice, promoting the welfare, safety and wellbeing of all pupils and supporting the school's commitment to keeping children safe.

Principal Accountabilities:

Main Duties	Strategic Leadership - Provide strategic leadership for teaching, curriculum and assessment across the school. - Contribute to the strategic direction, self-evaluation and continuous improvement of the school as a member of the Senior Leadership Team. - Contribute to the development, implementation, monitoring and evaluation of the School Improvement Plan. - Promote a culture of high expectations, professional learning and continuous improvement. - Support the SLT in securing high standards of achievement, behaviour and attendance for all pupils. - Deputise for the Head of School as required. - Lead identified school improvement priorities as determined by the Head of School and Executive Headteacher. - Contribute to Trust-wide networks, projects and school improvement activities as directed. - Share effective practice across Esteem Multi Academy Trust.
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Teaching and Learning

- Lead and monitor the quality of teaching, learning and provision across the school.
- Develop, implement and evaluate strategies which improve teaching, learning and pupil outcomes.
- Coordinate and quality assure monitoring activities including lesson visits, learning walks, work scrutiny and pupil voice.
- Use monitoring information to identify strengths, priorities and actions for improvement.
- Support staff through coaching, mentoring and professional development activities.
- Model and promote highly effective classroom practice.
- Maintain an appropriate teaching commitment as determined by the Head of School.

Curriculum Leadership

- Lead the strategic development, implementation and evaluation of the school's curriculum.
- Ensure the curriculum is ambitious, inclusive and responsive to the diverse needs of pupils.
- Ensure curriculum intent, implementation and impact are clearly defined and consistently understood across the school.
- Support curriculum leaders in the development of high-quality curriculum plans and schemes of learning.
- Monitor curriculum implementation and effectiveness across all phases and pathways.
- Promote curriculum innovation informed by research, evidence and best practice.
- Ensure curriculum provision supports Preparation for Adulthood outcomes.
- Hold curriculum leaders accountable for the implementation, monitoring and evaluation of their areas of responsibility.
- Support curriculum leaders to develop subject action plans and evaluate impact.

Assessment, Progress and Achievement

- Lead the development, implementation and review of whole-school assessment systems.
- Ensure assessment processes are accurate, meaningful and used effectively to improve learning and outcomes.
- Monitor and analyse pupil achievement and progress data.
- Identify trends and priorities and ensure appropriate interventions are implemented.
- Lead moderation activities to ensure consistency and reliability of assessment judgements.

- Support staff in using assessment information to inform planning, teaching and intervention.
- Produce reports and analysis for senior leaders, governors, trustees and external agencies.
- Ensure assessment systems provide leaders, governors and teachers with accurate information regarding pupil progress and achievement.
- Monitor the progress and outcomes of vulnerable groups and ensure appropriate action is taken where achievement gaps are identified.

Quality Assurance and School Improvement

- Develop and coordinate the school's quality assurance framework.
- Plan and implement an annual programme of monitoring, evaluation and review.
- Lead the school's programme of lesson visits, learning walks, work scrutiny and curriculum reviews.
- Monitor the implementation and impact of curriculum, assessment and teaching strategies.
- Ensure quality assurance activities lead to measurable improvements in teaching, curriculum and outcomes.
- Coordinate evidence gathering for self-evaluation and external inspection processes.
- Lead aspects of the school's Self-Evaluation Framework relating to teaching, curriculum and assessment.
- Coordinate evidence and evaluation activities to support external review, inspection and quality assurance processes.
- Support middle leaders to evaluate and improve provision within their areas of responsibility.
- Maintain an accurate overview of the quality of education across the school and provide recommendations for improvement.
- Monitor the impact of school improvement initiatives and report on outcomes.

Staff Development

- Lead professional development related to teaching, curriculum and assessment priorities.
- Design, deliver and evaluate high-quality CPD activities.
- Support the professional growth of teachers, support staff and middle leaders.
- Promote a culture of collaboration, reflection and professional enquiry.
- Support performance management and appraisal processes as required.

Partnership Working

- Develop positive relationships with parents, carers and external stakeholders.
- Work collaboratively with professionals from education, health and social care.

	- Promote effective engagement that supports improved outcomes for pupils. - Represent the school positively within the Trust and wider educational community. - Contribute to Trust-wide developments and collaborative working across schools.
Administration	- Maintain accurate records, reports and documentation relating to teaching, curriculum and assessment. - Ensure statutory requirements relating to curriculum and assessment are met. - Prepare reports for Governors, Trustees, external agencies and the Head of School and Executive Headteacher as required. - Contribute to policy development, implementation and review. - Manage allocated resources and budgets effectively and efficiently. - Ensure compliance with Trust policies, procedures and relevant legislation.
Line Management:	- Line manages designated staff as directed by the Head of School. - Conduct performance management, supervision and professional development meetings. - Hold staff accountable for agreed objectives and expected standards. - Support the wellbeing, development and effectiveness of staff. - Develop leadership capacity across the school through coaching and support.
Other General Requirements	- Represent and promote the ethos and values of Esteem Multi-Academy Trust. - To take and be accountable for all decisions made within the parameters of the job description. - Participate with performance management and training and activities that contribute to personal and professional development. - Actively promote, and act always in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities & GDPR. - Provide a high standard of customer service in all dealings internal and external to the MAT - Demonstrate a commitment to equality, diversity, inclusion and anti-discriminatory practice. - Promote positive staff wellbeing and professional conduct. - Undertake any duties reasonably required by the Head of School and Executive Headteacher commensurate with the grade of the post.
Safeguarding Responsibilities	- Promote and safeguard the welfare of children and young people in accordance with the school's safeguarding and child protection policies. - Maintain an attitude of "it could happen here" and act in the best interests of children at all times.

	• Be vigilant in identifying signs of abuse, neglect, exploitation, radicalisation, child-on-child abuse, online harm, mental health concerns, and any other safeguarding issues. • Report any safeguarding concerns, disclosures or allegations immediately in line with school procedures and maintain appropriate confidentiality. • Contribute to the creation of a safe, inclusive and positive environment in which children feel secure, valued, respected and able to learn. • Undertake safeguarding and child protection training, including online safety training, as required by the school and maintain an up-to-date knowledge of safeguarding responsibilities. • Understand and comply with statutory guidance, including <i>Keeping Children Safe in Education</i>, the school's Child Protection Policy, Staff Code of Conduct, and other relevant safeguarding procedures. • Promote equality, diversity and inclusion, and actively challenge discrimination, bullying, harassment and inappropriate behaviour.
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This Job Description is non-exhaustive and sets out the main expectations of the post holder. This Job Description can be altered with the agreement of the postholder and will be reviewed regularly. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, agency staff, contractors and visitors to share this commitment.

This post involves regular contact with children and may involve regulated activity. The successful candidate will be required to undertake all relevant pre-employment checks in line with statutory guidance and safer recruitment practices, including an Enhanced Disclosure and Barring Service (DBS) check with Children's Barred List check where appropriate, online searches, verification of identity, right to work in the UK, qualifications, employment history and references.

We are committed to the fair treatment of applicants and the recruitment of ex-offenders. A criminal record will not automatically prevent an applicant from being appointed. Any relevant information disclosed will be considered fairly and on an individual basis, considering the nature of the role, the circumstances of the offence(s), and the safeguarding responsibilities of the post.

Esteem Multi-Academy Trust is an equal opportunities employer and is committed to creating an inclusive environment for all employees. This approach reflects the safer recruitment expectations outlined within *Keeping Children Safe in Education 2026*.

Person Specification

Criteria	Essential	Desirable
Qualifications	• Qualified Teacher Status (QTS). • Degree or equivalent qualification. • Evidence of continuing professional development relevant to leadership, teaching, curriculum and assessment. • National Professional Qualification (NPQ) or willingness to undertake appropriate leadership development. • Evidence of recent professional learning related to school improvement.	• NPQSL, NPQH or equivalent leadership qualification. • Postgraduate qualification in education, leadership, curriculum or SEND. • Coaching or mentoring qualification. • Safeguarding qualification at DSL level.
Experience	• Successful experience as a classroom teacher with evidence of strong pupil outcomes. • Experience of leading teaching, learning, curriculum or assessment improvement. • Experience of quality assurance activities including lesson visits, work scrutiny and data analysis. • Experience of coaching, mentoring or developing colleagues. • Experience of contributing to whole-school improvement planning. • Experience of analysing pupil progress and assessment information to improve outcomes. • Experience of leading staff training and professional development. • Experience as a middle or senior leader.	• Experience within a special school, alternative provision or inclusive setting. • Experience of curriculum design and development. • Experience of leading self-evaluation and inspection preparation. • Line management experience. • Experience of working across multiple phases or pathways.
Knowledge	• Excellent understanding of effective teaching and learning. • Strong understanding of curriculum design, sequencing and implementation. • Strong understanding of assessment for learning and	• Knowledge of specialist assessment frameworks used in SEND settings. • Knowledge of behaviour, SEMH and trauma-informed practice. • Knowledge of curriculum approaches for pupils with complex needs.

	summative assessment processes. • Understanding of current educational research and evidence-informed practice. • Knowledge of current Ofsted inspection frameworks and expectations. • Understanding of school improvement planning and evaluation. • Knowledge of effective leadership and change management. • Knowledge of safeguarding legislation and guidance. • Understanding of SEND legislation and inclusive educational practice. • Understanding of Preparation for Adulthood principles.	• Understanding of Trust-wide school improvement approaches.
Abilities	• Ability to inspire, motivate and influence others. • Ability to lead strategic improvement initiatives. • Ability to analyse information and use evidence to inform decisions. • Ability to communicate effectively with a wide range of audiences. • Ability to build positive professional relationships. • Ability to coach, challenge and support colleagues. • Ability to prioritise workload and meet deadlines. • Ability to manage change effectively. • Ability to maintain resilience and professional judgement under pressure. • Commitment to continuous professional development. • Commitment to the vision, values and ethos of the school and Trust.	• Ability to deliver high-quality professional development. • Ability to lead across multiple teams and departments. • Experience of presenting to governors, trustees or external stakeholders. • Ability to support school-to-school improvement activities.

Safeguarding Commitment and Suitability	• Demonstrates a commitment to safeguarding and promoting the welfare of children and young people. • Understands personal responsibility for safeguarding and child protection. • Demonstrates the ability to maintain appropriate professional boundaries with children, young people and colleagues. • Understands the importance of confidentiality whilst recognising the need to share information appropriately to safeguard children. • Demonstrates a commitment to equality, diversity, inclusion and anti-discriminatory practice. • Is willing to undertake all safeguarding and safer recruitment checks and training required for the role. • Demonstrates values and behaviours consistent with working in an education setting and always acting in the best interests of children.	• Previous safeguarding training. • Experience of working within an education, care, health or youth setting. • Knowledge of statutory safeguarding guidance, including <i>Keeping Children Safe in Education</i>.
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Signed:



Date: September 2026