



Assistant Headteacher (1.0fte)

St James Church of England Academy



St James Church of England Academy
Barbridge Road
Bulkington
Warwickshire
CV12 9PF

Assistant Headteacher

1.0fte

L1-L6

Together, pursuing life in all its fullness

Assistant Teacher

About the Role

The Trust is looking to appoint an inspirational and highly effective Assistant Headteacher on a permanent contract who is committed to supporting St James C of E Academy to educational excellence and further developing the distinctive Christian character of educational provision and the school community.

In return we can offer:

- A highly competitive salary
- First class support and trust wide CPD opportunities
- The prospect to consolidate and grow excellent practice within a supportive, ambitious Trust
- Trust-wide support and collaboration, working alongside experienced leaders, system support and a responsive central team
- Professional growth and leadership development, with opportunities to shape Trust-wide strategy as one of our senior leaders
- A community with strong links to the community in the local village of Bulkington and beyond.
- Salary commensurate with Leadership payscale L1-L6.

Applications

Thank you for your interest in this post. Interested candidates are encouraged to come in and meet with Mrs Cook, Headteacher, to find out more about this fantastic opportunity.

Completed applications and supporting documents should be made prior to the closing date via our My New Term portal.

We welcome all applications regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion and belief, sex and sexual orientation.

The date for interviews will be confirmed as soon as possible after shortlisting.

Job Title

Assistant Headteacher (0.4fte Teaching Commitment)

Core Purpose

The Assistant Headteacher will play a key role in leading teaching and learning across the school, contributing to strategic school improvement as a member of the Senior Leadership Team. The post-holder will line manage staff, ensure consistency and quality of practice, and lead designated whole-school priorities, including disadvantaged pupils, curriculum and assessment while maintaining a 0.4fte teaching commitment.

Accountabilities

The appointee will be line managed by the Headteacher.

Job Context

- The post is part of the Multi Academy Trust performance review scheme, with progression linked to outcomes.
- This job description is not exhaustive and will be reviewed annually in consultation with the post-holder.

Teaching Commitment (0.4fte)

The Assistant Headteacher will:

- Teach for approximately 40% of the timetable, modelling high quality classroom practice.
- Support & challenge staff through coaching, mentoring and professional dialogue.
- Promote inclusive teaching strategies which enable all learners to succeed.
- Plan, deliver and assess high-quality learning aligned with national, MAT and school policies.
- Maintain accurate assessment records and report on pupils' progress to senior leaders and parents/carers.
- Create an inclusive, inspiring classroom environment that promotes independence, resilience and high aspirations.
- Ensure effective provision for all pupils, including those with SEND, EAL and additional needs, in partnership with the SENCo and other leaders.

Senior Leadership Responsibilities

As a member of the Senior Leadership Team, the Assistant Headteacher will:

- Be an active and influential member
- Contribute to the strategic leadership and direction of the school, including self-evaluation and school improvement planning.
- Monitor and evaluate the quality of teaching and learning through data analysis, observations, pupil outcomes and professional dialogue.
- Line-manage teachers and support staff, ensuring consistency of practice and high expectations.
- Identify staff development needs and lead high-quality CPD, INSET, coaching and mentoring.
- Support staff recruitment, induction and performance management.
- Share corporate responsibility for safeguarding, wellbeing, behaviour, attendance and punctuality.
- Carry out additional leadership responsibilities as requested by the Headteacher.

Raising Achievement and Disadvantaged Pupils

The Assistant Headteacher will lead on disadvantaged pupils and closing achievement gaps by:

- Having strategic responsibility for pupil premium, ensuring funding is used effectively to reduce barriers and raise attainment
- Tracking attainment, progress, attendance and engagement of pupils eligible for Pupil Premium.
- Leading pupil progress and intervention strategies, ensuring sharp use of assessment data
- Monitoring and evaluating the impact of interventions, particularly for disadvantaged and vulnerable groups.
- Reporting to SLT and governors on outcomes, barriers and impact.
- Ensuring equity of provision, opportunity and aspiration across the school (champion quality-first, inclusive teaching as the foundation for closing gaps).
- Work closely with families, staff and external agencies to support disadvantaged pupils.

Assessment

The Assistant Headteacher will:

- Lead assessment across the school, ensuring systems are robust, manageable and clearly understood by staff.
- Ensure assessment information is used effectively to inform teaching, raise standards and support vulnerable pupils.
- Support staff to use formative and summative assessment to secure strong progress and outcomes.
- Present achievement information clearly to governors and other stakeholders.

Personal Development (Whole-School Leadership)

The Assistant Headteacher will lead Personal Development, ensuring:

- A coherent, high-quality personal development curriculum aligned to school values and Christian ethos.
- Pupils develop a strong knowledge in citizenship and life skills through the development and delivery of a curriculum
- Opportunities for pupils' spiritual, moral, social and cultural development.
- Strong pupil voice, leadership opportunities and enrichment experiences.
- Positive behaviour, attitudes, self-esteem and wellbeing.
- Effective use of external agencies to support pupils and families where appropriate.

Parental Engagement and Events

The Assistant Headteacher will strategically lead parental engagement and school events, including:

- Developing and sustaining positive, inclusive relationships with parents and carers, including those considered hard to reach.
- Leading the planning and delivery of school events that strengthen community, engagement and school identity.
- Increasing parental involvement in learning and personal development.
- Engaging parents from diverse backgrounds and ensuring effective communication and partnership working.
- Building links with the local community, church, governing board, MAT and wider agencies.
- Represent the school positively at meetings and events.

Curriculum Leadership

The Assistant Headteacher will:

- Have strategic oversight of the school curriculum, ensuring it is coherent, ambitious and engaging across all subjects.
- Lead a designated core subject with expert subject knowledge.

- Develop, implement and evaluate an annual action plan aligned with the School Development Plan ensuring the design meets the needs of all learners and reflect the school's values and community.
- Monitor standards and pupil progress through lesson observations, work scrutiny and data analysis.
- Lead & support subject leaders across core & foundation subjects through modelling, coaching, training and feedback to improve teaching and learning as well as to monitor coverage, progression and impact.
- Maintain a subject portfolio contributing to self-evaluation and inspection readiness
- Promote effective use of ICT to enhance learning.
- Produce an annual report to SLT on standards, outcomes and quality of provision in line with national expectations and best practice.

Teaching and Learning Leadership

The Assistant Headteacher will:

- Model and promote consistently excellent teaching practice.
- Observe teaching, provide evaluative feedback and address underperformance through supportive challenge.
- Lead strategies to improve teaching, learning and assessment.
- Use whole-school data to identify trends, underperformance and effective interventions.
- Ensure inclusive practice and progress for all pupil groups.
- Support and develop staff at all career stages.

Transition and Continuity

The Assistant Headteacher will:

- Support effective transition from key stage 1 to key stage 2, working closely with infant schools
- Use knowledge of key stage 1 practice to ensure continuity in curriculum and pedagogy.

Developing Self and Working with Others

The Assistant Headteacher will:

- Demonstrate commitment to ongoing professional development and reflective practice.
- Build a culture of high expectations, mutual respect and professional trust.
- Manage workload effectively to maintain a healthy work-life balance.
- Sustain positive relationships with pupils, staff, parents, governors and the wider community.
- Promote the school's Christian ethos and values in all aspects of leadership.

Supporting the Multi Academy Trust

The Assistant Headteacher will:

- Contribute to collaborative work across the Diocese of Coventry Multi Academy Trust.
- Share best practice and support MAT-wide initiatives.
- Provide advisory support, mentoring and emergency cover to partner academies when required.
- Support the recruitment, development and training of governors where appropriate.

Safeguarding, DDSL and GDPR

The Assistant Headteacher will uphold the highest safeguarding standards and:

- Share responsibility for safeguarding and child protection.
- Fulfil the role of Deputy Designated Safeguarding Lead, including referrals, inter-agency working and staff support.
- Undertake required safeguarding training.
- Ensure all policies and procedures are consistently implemented.

Additional Information

The Headteacher reserves the right to amend this job description following consultation to reflect changes in the role.

Strengthening the Community

Academies exist in a distinctive social context, which has a direct impact on what happens inside the school. Academy leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other academies. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

This will include:

- Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school's communities.
- Creating and promoting positive strategies for challenging harassment of any kind.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities
- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

Safeguarding Children and Safer Recruitment

Our Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced criminal record check via the DBS. Further information about the Disclosure and Barring Service is available from the DBS website at: Disclosure and Barring Service - GOV.UK (www.gov.uk).

The Trust will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment are fully implemented and followed by all staff.

- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

Data Protection

The post holder must meet the requirements of the General Data Protection Regulation Act 2018 at all times, especially concerning confidentiality, treatment of personal information and records management.

Additional Details

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with all Trust policies and procedures and any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Chief Executive reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Person Specification

Personal Qualities, Qualifications and Experience		Measured By				
		Essential	Desirable	Application	Interview Process	References
Qualifications and Training						
1	Honours degree or equivalent	X		X		
2	Qualified Teacher Status	X		X		
3	Relevant higher degree or equivalent		X	X		
4	Evidence of continuous professional development relating to curriculum, teaching and learning	X		X	X	
5	Evidence of an NPQ at a leadership level (e.g. NPQSL or equivalent)		X	X		
Professional Experience and Knowledge						
1	Proven leadership experience (middle or senior)	X		X	X	
2	Substantial, successful, relevant & recent teaching experience in primary school or Academy	X		X	X	X
3	Experience in teaching in key stage 1 to support with transition		X	X	X	
4	Successful experience of leading the raising of standards in Pupil Premium children	X		X	X	X
5	Knowledge and understanding of safeguarding requirements and good practice	X			X	
6	Knowledge of recent developments in the National Curriculum	X		X	X	
7	Experience of supporting children with Special Educational Needs in an inclusive environment	X		X	X	
8	Experience in leading & supporting core & foundation subjects.	X		X	X	
9	Strong knowledge & understanding of effective assessment systems					
10	Experience of using ICT effectively in classroom teaching	X			X	
11	Experience of working with families and developing opportunities for school-parent partnerships		X	X	x	
12	A commitment to, and evidence of, promoting diversity and equal opportunities within the workplace, classroom, curriculum and employment practice	X		X	X	
13	Experience of leading PSHE or equivalent (e.g. personal development across a school)	X		X	X	
14	In-depth knowledge and understanding of the wider education agenda including current national policies and education issues as well as the operation of an academy	X		X	X	
15	Evidence of successful involvement in performance management, recognising high performance, tackling underperformance through to resolution and supporting continuous professional development of colleagues		X	X	X	X
16	Understanding of and evidence of having been involved in developing the distinctive Christian character of a Church school		X	X	X	
17	A commitment to Professional Development	X		X	X	
Skills and Abilities						
1	A proven track record in ensuring the highest possible standards in teaching and learning	X		X	X	X
2	Successful experience of positive behavior management and developing a pupil focused, inclusive and effective, learning environment so that behavior and attendance are outstanding	X				X
3	Experience of being involved in data analysis to enable improved outcomes		X	X	X	
4	Secure understanding of quality first, inclusive teaching.					

5	Experience in contributing to whole school improvement or inspection preparation.					
6	Ability to motivate and support staff to improve outcomes for pupils					
Personal Qualities						
1	Has high expectations and personal integrity with the ability to promote and sustain the values, culture and Christian ethos of the school	X		X	X	
2	Is articulate and approachable with excellent interpersonal communication skills both verbally and in writing	X		X	X	
3	Is an outstanding, reflective, practitioner with high quality teaching skills and high expectations for pupils' learning and attainment	X		X	X	X
4	An exemplary record of health and punctuality		X			X
5	To provide a secure, stimulating and well-organised learning environment	X		X		
6	To work collaboratively and effectively as part of a team	X		X	X	
7	To work with colleagues in providing for the intellectual, physical, social, spiritual and emotional needs of the children	X		X	X	

I..... (name) hereby confirm that I have received a copy of the Job Description for the post of Assistant Headteacher.

Signed

Date