

Assistant Headteacher

Job Title:	Assistant Headteacher – St Francis		
Salary:	L3 – L7	Hours:	
Contract Type:	Fixed term		
Reporting to:			

Main Purpose:

The Assistant Headteacher will support the Headteacher in: communicating the school's vision compellingly and supporting the Headteacher's strategic leadership; the day-to-day management of the school; formulating the aims and objectives of the school; establishing policies for achieving these aims and objectives; managing staff and resources; and monitoring progress towards the school's aims and objectives. The Assistant Headteacher will also have a timetabled teaching commitment, complying with the Teachers' Standards and modelling best practice for others, and may be required to undertake any duties delegated by the Headteacher. The Assistant Headteacher will also be required to deputise for the Headteacher in their absence, taking full responsibility for the day-to-day leadership and management of the school and acting as the most senior leader on site.

The Assistant Headteacher will also be required to deputise for the Headteacher in their absence, taking full responsibility for the day-to-day leadership and management of the school and acting as the most senior leader on site. Alongside their strategic leadership responsibilities, the successful candidate will maintain a substantial class-based teaching commitment of 0.6 and will lead by example as an outstanding classroom practitioner. This role is ideal for a leader who remains passionate about working directly with children and understands the importance of modelling excellent teaching practice alongside driving whole-school improvement.

Duties and responsibilities

1. School Culture, Behaviour and Pastoral

- Create a culture where pupils experience a positive and enriching school life; uphold educational standards to prepare pupils from all backgrounds for their next phase of education and life.
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school; use consistent and fair approaches to managing behaviour in line with the school's behaviour policy.
- Encourage high levels of pupil attendance and help to uphold a school culture of safety, enjoyment and engagement with learning.
- Ensure a culture of staff professionalism across the school.
- Establish and implement whole-school systems for pupil wellbeing; conduct pupil voice surveys to champion the importance of pupil voice within the SLT.

- Provide staff with training and support so they can play a part in enhancing pupils' personal development; promote and evaluate the effectiveness of the school's behaviour policy.
- Monitor pupil attendance and analyse whole-school data on attendance, behaviour, exclusions and wellbeing to inform future improvement strategies.

2. Teaching, Curriculum and Assessment

- Maintain a substantial class-based teaching commitment of 0.6, modelling outstanding practice and sustaining high-quality teaching across subjects and phases based on evidence; ensure the teaching of a broad, structured and coherent curriculum and lead the strategic development, implementation and evaluation of the curriculum to ensure high standards of teaching, learning and achievement across the school.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.
- Lead on the whole-school assessment strategy, ensuring it is rigorous, well-evidenced and easy to communicate to pupils and parents/carers.
- Track and analyse pupil performance data, paying particular attention to disadvantaged groups (pupil premium, SEND, EAL); plan and implement interventions for pupils who are not progressing.
- Provide training and support for teachers and support staff on administering the assessment system effectively.
- Drive excellence in teaching and learning through instructional coaching, professional dialogue and evidence-informed practice.
- Monitor the quality of education through lesson visits, coaching conversations and work scrutiny to secure continuous improvement.
- Inspire a culture of reflective practice, professional curiosity and continual learning across the school community.

3. Additional and Special Educational Needs (SEND) and Inclusion

- Promote a culture and practices that allow all pupils to access the curriculum; have ambitious expectations for all pupils with SEND.
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate.
- Ensure the school fulfils all statutory duties regarding the SEND Code of Practice.
- Work with the SENDCo to monitor the quality and impact of provision for pupils with SEND and those with an Education, Health and Care Plan (EHCP).

4. Organisational Management and School Improvement

- Establish and oversee systems, processes and policies so the school can operate effectively and efficiently.
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of the duty of care; ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure effective use of budgets and resources.
- Identify problems and barriers to school effectiveness; develop and implement strategies for school improvement that are realistic, timely and suited to the school's context.

5. Staff Management, Governance and Working in Partnership

- Performance-manage middle leaders, including carrying out appraisals and holding staff to account for their performance; manage staff well with due attention to workload.
- Ensure staff have access to appropriate, high-standard professional development opportunities; keep up to date with developments in education and seek CPD to meet own needs.
- Work with the governing board as appropriate; make sure the school operates within required regulatory frameworks and meets all statutory duties.
- Work successfully with other schools and organisations; maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.
- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct; build positive and respectful relationships across the school community.

Employee responsibilities

- Uphold the Trust's commitment to safeguarding and promoting the welfare of children and young people.
- Comply with the policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, equal opportunities, reporting all concerns to an appropriate person.
- Take appropriate action to identify, evaluate and minimise any risks to health, safety and security in the school working environment. Ensure all tasks are carried out with regard to Health and Safety.
- Adhere to the overall ethos, work and aims of the school. Promote the agreed vision and aims of the school. Set an example of personal integrity and professionalism.
- Establish constructive relationships and communication with all staff and other agencies/professionals. Recognise own strengths and areas of expertise and use these to advise and support others.
- Participate in training and other learning activities and performance development as required. Act at all times in a manner appropriate to the seniority of the post.

Supervision received

- Works under the direction of the Headteacher
- Regularly supervised with work checked by the Headteacher. Expected to plan own work to meet defined deadlines and objectives.

Notes:

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that this postholder

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will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

This job description may be amended at any time in consultation with the postholder.

Signed: _____

Name: _____

Date: _____

Person Specification

Essential	Desirable	Where tested: A – application I – interview T – test or activities C – certificate
Qualifications		
Qualified Teacher Status (QTS).	National Professional Qualification for Middle Leadership (NPQML) or Senior Leadership (NPQSL), or currently working towards.	A / C
Degree or equivalent higher education qualification.	GCSE English and Maths (grades A*–C) or equivalent.	A
Experience		
Teaching experience of at least 3 years, demonstrating consistently good or outstanding practice.	Leadership and management experience in a school setting.	A / I
Involvement in school self-evaluation and development planning.	Demonstrable experience of successful line management and staff development.	A / I
An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016.	Experience of curriculum leadership, including supporting subject leaders.	A / I
Experience of carrying out performance management/appraisal of staff.	Experience of working with or reporting to a governing board.	A / I
Knowledge & Skills		
Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve.	Understanding of school finances and financial management.	A / I
Effective communication and interpersonal skills, with the ability to communicate a vision and inspire others. Ability to build effective working relationships with a wide range of stakeholders.	Leadership in more than one school or phase; experience within a multi-academy trust or similar collaborative structure.	A / I

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Understanding of assessment systems and the ability to analyse and use school performance data to drive improvement.	Knowledge of the SEND Code of Practice and statutory duties relating to inclusion.	A / I
Knowledge of statutory safeguarding frameworks and the ability to fulfil the school's duty of care.		I
Understanding of relevant statutory and regulatory frameworks applicable to school leadership.		A / I / T
Ability to manage staff effectively, with due attention to workload and professional development.		A / I
Ability to lead school improvement planning and implement strategies effectively.		I
Good IT skills, including proficiency in Microsoft Office and experience of school MIS systems.		A / I / T
Personal qualities		
Commitment to promoting the ethos and values of the school and getting the best outcomes for all pupils.		A / I
Commitment to upholding the 7 principles of public life (the Nolan Principles) at all times.	Commitment to acting with integrity, honesty, loyalty and fairness to safeguard the assets and reputation of the school.	I
Ability to work under pressure and prioritise effectively.		I
Commitment to maintaining confidentiality at all times. Commitment to acting with integrity, honesty, loyalty and fairness to safeguard the assets and reputation of the school.	Deals with difficult situations effectively. Embraces change and demonstrates a flexible, forward-thinking approach to leadership.	I

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Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position; DBS Clearance required.

