



THE DOWNS SCHOOL & SIXTH FORM

Job Title: Assistant Headteacher – Ethos and Achievement at KS3	Salary: Leadership Scale L11-L15
Working Time: The amount of time required to carry out the professional duties required	Responsible to: Deputy Headteacher (Ethos and Achievement)
<i>This Job description outlines areas Assistant Headteachers are expected to lead and support on and is indicative in the first instance. Precise roles and responsibilities will be agreed with the successful candidate at a later date and then reviewed from time to time</i>	
JOB PURPOSE	
To play a major role under the direction of the Headteacher in formulating the vision, aims and priorities of the school, establishing the policies through which they shall be achieved. To manage staff and resources to achieve the vision, aims and priorities and monitoring progress towards their achievement.	
Responsible For:	
Line Management of specific areas subject as negotiated, including KS3 HOYs, Student Manager KS3 and Transition Leader	

MAIN (CORE) DUTIES

(To include those of a teacher as specified in The Downs School's generic Job Description for teachers)

Support the Headteacher in:

- Ensuring the vision for the school is clearly articulated, shared and understood and acted upon effectively by all
 - Demonstrating the vision and values of the school in everyday work and practice
 - Motivating and working with others to create a shared culture and positive climate
- Undertake the professional duties of the Assistant Headteacher reasonably delegated to you by the Headteacher
 - In partnership with the Senior Leadership Team, provide professional leadership and management of Raising Standards throughout the school
 - To work in partnership with the Senior Leadership Team in providing a high level strategic, management and operational direction of the school.
 - To support members of Senior Leadership Team with their responsibility for setting, maintaining, monitoring and improving standards in the school
 - Contribute to securing excellent provision for student safety and wellbeing including behaviour and ethos
 - Building capacity amongst staff to deliver and sustain the highest quality outcomes
 - Being accountable for the continuing effective work of all staff for whom the post is responsible
 - Ensuring highly effective communication across the Trust and to all stakeholders (staff, students, parents, governors and local community groups)
 - Reporting to the Headteacher regularly and to attend Governor meetings as required
 - Deputising for other members of the Senior Leadership Team as appropriate
 - To contribute to the implementation of the Annual School Improvement Plan, Strategic Plan and the School Vision

- To work collaboratively with other members of the Senior Leadership Team, to share best practice, vision and drive the whole school forward.
- Undertake essential operational responsibilities such as; duty days, detention duty and assemblies

Strategic Leadership, Qualities and Knowledge:

- Holding and articulating clear values and moral purpose, focused on providing a world class education for students
- Demonstrating optimistic personal behaviour, positive relationships and attitudes towards all stakeholders
- Leading by example - with integrity, creativity, resilience and clarity- drawing on own expertise /skills, and that of other.
- Sustaining wide, current knowledge and understanding of education locally, nationally and globally, and pursuing continuous professional development
- Working with financial astuteness, within a clear set of principles centred on the School's vision, ably translating local and national policy into the School's context

Leading and Managing Students and Staff

- Demanding ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes
- Securing excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design
- Creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other
- Shaping the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
- Holding all staff to account for their professional conduct and practice
- To act as a Faculty, Pastoral and Associate Staff Line Manager providing regular support and challenge for staff in a way which recognises good practice and supports their progress against performance appraisal objectives resulting in a tangible impact on students learning, progress and outcomes
- Leading, with other members of the Senior Leadership Team, the behaviour management of the School
- Contributing at a high level to policy discussions and decisions on curriculum, assessment, pastoral management, financial administration, staffing and other matters
- Support the Senior Leadership Team in the recruitment and development of teaching and associate staff

Leading and Implementing Systems and Processes

- Working with the Senior Leadership Team, ensure that the School's systems and processes are well considered, efficient and fit for purpose
- Providing a safe, calm and well-ordered environment for all students and staff
- Valuing excellent practice by establishing rigorous, fair and transparent systems and measures for managing the performance of all staff
- Actively supporting the Governing Board to understand its role and deliver its functions effectively
- Being accountable for the management of funding or budget related to areas of responsibility
- Making a significant contribution to school self-evaluation
- Developing and promoting policies and procedures that ensure the School's distinctive ethos is reflected in learning activities
- Assuming the appropriate level of responsibility for safeguarding and promoting the welfare of students
- Compliance with statutory guidelines, school policies and code of conduct.

- The post holder is responsible for ensuring that the schools safeguarding/child protection policy is adhered to and concerns are raised in accordance with this policy

Job Purpose

Ethos and Achievement at KS3

- To lead on the provision of outstanding personal development and well-being, promoting exemplary standards of conduct and behaviour in KS3
- To support the DSL as a trained Deputy DSL
- Lead on setting, monitoring and evaluating of student attainment targets in KS3 (see RSL job description below)
- To lead on the intelligent use of data in KS3 via reporting, assessment and tracking systems, to be used by teachers, students and parents to inform learning and progress.
- Work with Deputy Headteacher to support on curriculum development to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme in KS3
- To actively ensure the best presentation and reputation of The Downs School in the community
- To lead on admissions at KS3
- To oversee effective KS2-3 transition, line managing the Transition Leader
- To lead on Parents' Evenings at KS3
- To lead on Rising year 7 events, including open days/evenings

Raising standards leader job description

Purpose

- Be responsible for, develop and implement a raising standards plan which will enable the school to meet its key targets in KS3: with particular attention to the school's key focus groups as relevant

Specific Responsibilities

- To organise and manage an effective intervention strategy, so that there is a programme of interventions targeted at appropriate cohorts to improve pupils' attainment
- To support and challenge the HOFs and subject leaders to ensure that they fulfil the terms of their job description in relation to raising achievement for pupils identified in intervention cohorts and meet specific targets; ensure that all subject leaders have an appropriate raising standards plan
- Set expectations and targets for staff and students in relation to standards of student achievement
- Present analysis of results and current progress to staff and governors
- Analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
- Oversee the effective use of data to identify students who are underachieving, with particular emphasis on English, Mathematics and Science, and where necessary create and implement effective plans of action to support those students
- Lead the production of a Raising Achievement Plan (see key job purpose) as part of the School Improvement Plan, to include staff development and training implications
- Ensure that the Senior Leadership Team is fully informed about the progress with the Raising Achievement Plan, including regular updates of outcomes of meetings with subject leaders

Details of Line Management

- The post of Assistant Headteacher is Line Managed by the Deputy Headteacher (Ethos and Achievement)
- As a member of SLT this post is not subject to the directed time limitations attached to other teaching positions outlined in the Teachers Conditions of Employment.
- This description is not necessarily a comprehensive definition of the post. It will be reviewed annually and may be subject to modification or amendment at any time after consultation with the holder of the post.
- This description only contains the main accountabilities relating to this post and does not describe in detail all the tasks required to carry them out. All members of the SLT are

Person specification**THE DOWNS SCHOOL**

	Essential	Desirable
Education/Qualifications and Training		
First degree	X	
QTS and experience of teaching at KS3, 4 and 5	X	
Evidence of further study (MA, MBA, MEd etc)		X
Evidence of leadership training		X
Recent participation in a range of relevant in-service training	X	
Knowledge Skills & Experience		
Proven experience at middle leadership level	X	
Successful experience of planning for school improvement, with a clear commitment to review and monitoring, including self-evaluation strategies	X	
Successful experience of managing change in an educational situation and an understanding of whole school issues	X	
Experience of using assessment data to support school improvement	X	
Experience of raising standards through leading staff development	X	
Experience of whole school curriculum management leading to school improvements	X	
Recent experience of teaching in an 11-18 educational setting	X	
Ability to use ICT effectively both to support children's learning and to communicate and evaluate data	X	
Experience of conducting staff induction , mentoring and performance management	X	
A good understanding of the requirements of transition between key stages	X	
Understanding of managing a budget	X	
Understanding of effective techniques and policies for behaviour management	X	
Ability to contribute to strategic planning	X	
Knowledge of the role of Governors	X	

Ability to set, prioritise and meet challenging targets and deadlines, for students and the school, and to enable others to do this	X	
Ability to motivate, promote good relationships and effectively communicate with all stakeholders	X	
Understanding the accountability of the role	X	
Personal Characteristics		
Ability to demonstrate sound balanced judgement with decisiveness, flexibility and integrity	X	
Flexible and willing to undertake a range of tasks	X	
Excellent communication and presentation skills; oral and written.	X	
The ability to converse at ease with all stakeholders and provide advice in accurate spoken English is essential for the post.	X	
The ability to think strategically and analytically	X	
The ability and motivation to constantly improve own practice and knowledge through self-evaluation and learning from others	X	
The ability to support colleagues	X	
Strong organisational skills and ability to meet deadlines	X	
Personal resilience, energy and enthusiasm	X	
To have a sense of humour and an ability to keep things in perspective	X	
Leadership	X	
Clear vision for raising standards.	X	
Ability to lead by example, take responsibility and be accountable.	X	
Ability to inspire and motivate those around them.	X	
Ability to hold people to account effectively.	X	
Substantial problem solving ability.	X	
Ability to prioritise effectively and balance values with pragmatism.	X	
Intellectual curiosity.	X	

SAFER RECRUITMENT

Ability to demonstrate an understanding of the legislative framework and the importance of forming and maintaining appropriate relationships and personal boundaries with children and young people.