

Job Description: Assistant Headteacher

Responsible to:	Deputy Headteacher
Job Type:	Permanent
Grade:	LP10-14
Hours per week:	32.5
Working weeks:	52
Location	¹ Faringdon Community College

Job Summary:

CORE PURPOSE

To establish a culture of high expectations across Years 7 to 11 to:

- meet our high expectations and model the values and principles of the academy.
- achieve their potential.
- support all students to achieve their desired destinations.
- participate in the wider curriculum on offer.

Leadership and Management:

- To take a strategic lead for the direction and development of educational provision and deployment of resources in Year 7 to 11
- Lead, inspire and motivate all staff and students in pursuit of exceptional standards and aspiration for all students in Year 7 to 11.
- To lead the regular analysis of attendance, attainment and progress data in order for students in Year 7 and 8 or 9, 10 and 11, in order to ensure interventions result in raising standards.
- To work with AHT Inclusion to ensure appropriate provision is in place for vulnerable learners and is effectively monitored.
- To retain strategic oversight of Year in their management of the work of the tutors who have a key role in monitoring the engagement and attendance of each of their students.
- Ensure that behaviour KPIs are monitored, shared and utilized to inform celebration, communication and intervention by pastoral and curriculum teams in the relevant Year Group

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- To ensure safeguarding and promoting the welfare of students is a priority.

Teaching and Learning:

- Work with the DHT (Teaching, Learning, Curriculum and Assessment) to embed the T&L blueprint and CPD strategies successfully across Year 7 to 11
- Demonstrate outstanding practice and a passion for Teaching and Learning and support staff in the consistent application of the Teaching and Learning Framework
- Identify and overcome barriers to learning through regular learning walks and other forms of monitoring of Teaching and Learning.
- Liaise with the appropriate members of the Leadership Team to support the experience and progress of all students categorised as SEN or Pupil Premium in Years 7 to 11

Culture and Ethos:

- Support the rest of the Leadership team to embed a culture of safeguarding across the site.
- Support student engagement in the Academy through use of student voice, involvement in appropriate enrichment activities and student leadership.
- Communicate effectively with parents to address concerns, provide support and celebrate success.
- Support colleagues with effective behaviour management, including attendance and punctuality as necessary. Support colleagues directly with behaviour management issues.
- Ensure that our high expectations of independent study are maintained.
- Develop and articulate the ethos of the academy so that high expectations and a culture of academic engagement permeates all activities and conversation.
- Liaise with the appropriate members of the Leadership Team to ensure students model the values of the Academy.

Additional expectations of all members of the Leadership team:

In addition to the specific responsibilities outlined above, Assistant Headteacher, as a senior leader in the Academy, will be expected to:

- To assist the Headteacher in leading and managing the Academy. This will involve undertaking tasks that as directed by the Headteacher or line manager. This may include activities outlined in this job description but are not limited to this. Members of the Leadership Team are expected to demonstrate flexibility and respond to the needs of the Academy and its community.
- To promote the highest expectations amongst staff and students by acting as a role model to them.

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- To adopt a

collaborative approach with other members of the Leadership Team on shared tasks, providing mutual support in our determination to maintain the highest standards in all that is achieved.

- Develop strong links with all staff, governors, parents and outside agencies through modelling of excellent communication.
- To contribute data, reports and material for the formulation of the SEF, School Improvement Plan, Governors' committee meetings and any Leadership Team papers as and when required.
- To take regular detentions, contribute to our 'on call', attend Leadership Team meetings (leading when applicable), attend department and year team meetings when appropriate, support with suspension or reintegration meetings when needed.
- To set high professional standards in everything you do, and to meet deadlines.

GENERAL RESPONSIBILITIES

All staff employed by Faringdon Community College are expected to work within the following policies and procedures:

- **Safeguarding:**
Ensure that all Child protection policies are adhered to and concerns are raised in accordance with these policies.
- **Health and Safety:**
Taking appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies; including taking responsibility for raising concerns with an appropriate manager.
- **Security and data protection:**
Work within the confines of the Data Protection Act and to take appropriate measures to ensure the security and confidentiality of data.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. 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

Cambrian Learning Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) as part of their job role.

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Qualifications and Experience

	Essential/ Desirable
Qualifications	
Qualified teacher status	E
Educated to at least degree level	E
Professional development	
Commitment to continuous professional development reflected across career and in day to day practice	E
Teaching experience	
Experience of successful teaching in at least two key stages	E
Proven track record of achieving impressive outcomes for students	E
Experience of middle leadership	E
Leadership attributes and values	
Courage, conviction and creativity to achieve the best outcomes for all	E
Positive, enthusiastic outlook, creating and embracing opportunities and solutions	E
Drive for improvement, sharing good practice and research with a focus on development	E
Address underperformance through support and challenge, constructive conversations and coaching	E
Visible and proactive presence around school, engaging with students and staff to support positive behaviour	E
Effective communication and listening skills, influencing and inspiring individuals, teams and groups	E
Respect, compassion, fairness and empathy towards others	E
Advocacy for equality, diversity and inclusion for students and staff	E
Integrity and consistency in relation to your own and the school's practice	E
Mentoring and developing teams, supporting career progression and succession planning	E
Collaborative partnership working, within and beyond the school	E
Leading learning as a reflective practitioner committed to continued professional development	E
Leadership experience and capability	

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CAMBRIAN

Nurturing Growth - Inspiring Minds



Ability to demonstrate strategic vision with impact	E
Experience of monitoring, evaluation and review, responding to issues and building team engagement	E
Ability to create implementation plans, engaging staff in sustained improvement	E
Understanding of the Ofsted framework	D
Experience of Pastoral leadership, creating impact and improving outcomes or experience	E
Development of systems to create and sustain improvement	E
Commitment to safeguarding and welfare of students and staff	E
Experience of working with parents, governors and wider community	D
Willingness to be involved in the wider life of the school community	E

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