

Assistant Head Teacher Job Description

Job title: Assistant Headteacher with class responsibility

Line Manager: Headteacher

Salary scale: L1-L5

Job Purpose:

As a member of the Senior Leadership Team, to assist the Headteacher and colleagues in the efficient management of the school by providing professional leadership and management to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

Objectives:

- To lead the school with support of SLT colleagues for short-term periods during the absence of the Headteacher.
- To deputise for the Headteacher and carry out the delegated duties through liaising with other SLT colleagues.
- Support the delivery of the curriculum across the school, to ensure the highest standards of learning and teaching are being implemented.
- To support colleagues by giving appropriate guidance, support and advice to secure high quality and effective learning and teaching throughout the school.
- To maintain high standards of behaviour and pastoral care for pupils within the school.

Whole School Responsibilities:

- To provide an excellent role model for staff and pupils through professional and personal conduct.
- To ensure inclusive practice throughout the learning and teaching within the school.
- To maintain an overview of the planning and delivery of the curriculum throughout the school, ensuring continuity and progression for pupils, based on clear, specific learning objectives.
- To lead a team of teachers to allow reflective practice to take place across the School.
- To lead the wider curriculum across the school.

Key tasks:

KNOWLEDGE AND UNDERSTANDING

To have knowledge and understanding of:

- The characteristics of effective learning and teaching styles, including the main strategies for improving and sustaining high standards of pupil achievement and promoting their spiritual, moral, social and cultural development for good behaviour.
- Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress.
- The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils.
- How to seek and use national, local and school data, OFSTED evidence and research findings in professional and school development.

PLANNING AND SETTING EXPECTATIONS

- Contribute to the creation and implementation of a strategic plan underpinned by sound resource planning, and which identifies priorities and targets to ensure that pupils achieve high standards and make progress; teachers' effectiveness is increased and school improvement is secured.

- Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching.
- Establish with staff involvement, short, medium and long-term planning systems for the development and resourcing of the curriculum which
 - Identify realistic and challenging targets for improvement
 - Are understood by all those involved in putting the plans into practice
 - Are clear about action to be taken, timescales and criteria for success.
 - Contribute to whole school aims, policies and practices including those in relation to behaviour discipline, bullying and racial harassment -

TEACHING AND MANAGING PUPIL LEARNING

- Make a significant contribution to creating and sustaining a climate and code of conduct which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline throughout the school and which enable teachers to meet the standards set out in the EYFS and National Curriculum.
- Determine, organise and implement the curriculum and its assessment; assist and advise the Headteacher on monitoring and evaluating the curriculum and its assessment, in order to identify and act on areas for improvement
- Ensure curriculum coverage, continuity and progression in all subjects for all pupils, including those with special educational needs
- Assist the Headteacher in monitoring and evaluating the quality of teaching and standards of learning and achievement of all pupils
- Ensure that pupils develop study skills in order to learn more effectively and with increasing independence

ASSESSMENT AND EVALUATION

- Make a significant contribution to the monitoring, evaluating and reviewing of the effects of policies, priorities and targets of the school in practice, and take action as necessary
- Ensure the use of comparative data, together with ICT about pupils' prior attainment, to establish benchmarks and set targets for improvement
- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods
- Establish, implement and review clear policies and practices for assessing, recording and reporting on pupil achievement and for using this information to recognise achievement and to assist pupils in setting targets for further improvement
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress across the curriculum
- Collate information from staff within the relevant Key Stages, on progress made in particular areas of learning, evaluating the effects on learning and teaching, and using this analysis to guide further improvement

PUPIL ACHIEVEMENT

- Make explicit to pupils, parents, teachers and the wider community the school's high expectations that all children can succeed

- Use data effectively to identify pupils who are under-achieving and, where necessary, relate and implement effective plans of action to support those pupils
- Have a clear understanding of pupils' prior attainment on which future targets are based, and which is used to measure value-added learning
- Set challenging but achievable learning targets for pupils and cohorts of pupils in accordance with the school policy

RELATIONSHIPS WITH PARENTS AND THE WIDER COMMUNITY

- Account for the efficiency and effectiveness of the curriculum to the governors and others, including pupils, parents, staff and the community
- Liaise with parents to work as partners in the learning process, encouraging an open relationship built on mutual trust to secure the best care for the pupil
- Develop effective relationships with the community including business and industry, to extend the curriculum and enhance learning and teaching
- Communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community

MANAGING OWN PERFORMANCE AND DEVELOPMENT

- Prioritise and manage your own time effectively, particularly in relation to balancing the demands made by teaching, curriculum management and involvement in school development
- Understand the need to take responsibility for own professional development, keeping up to date with research and developments in pedagogy and the primary curriculum
- Sustain self-motivation and that of other staff

MANAGING AND DEVELOPING STAFF AND OTHERS

- Help staff to achieve constructive working relationships with pupils
- Establish clear expectations and constructive working relationships among staff
- Lead professional development through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as appropriate

MANAGING RESOURCES

- Work with governors and senior colleagues to recruit staff of the highest quality
- Work with senior colleagues to deploy all staff effectively
- Advise the Headteacher supporting him/her in the setting of appropriate priorities for expenditure and allocation of funds
- Manage, monitor and review the range, quality, quantity and use of all available resources

STRATEGIC LEADERSHIP

- Support curriculum leaders and managers in the development and implementation of curricular policies and practices
- Lead by example, provide inspiration and motivation, and embody the vision, purpose and the leadership of the school, for the pupils, staff, governors and parents
- Assist the Headteacher in ensuring that all those involved in the school are committed to its aims, and are accountable in meeting long, medium and short term objectives
- Assist the Headteacher, where relevant, in regular updating of the school's Self-Evaluation Form (SEF)

Middle Barton School and The River Learning Trust are 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) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.