



IGNITE

LEARNING PARTNERSHIP

ASSISTANT HEADTEACHER JOB DESCRIPTION

Job Title:

Assistant Headteacher

Grade:

L5 to 9

Responsible To:

Headteacher

Responsible For:

**SEND & Inclusion (to be the school SENCO),
Whole School Curriculum, DDSL & Deputising
for the Head of School**

Job Description:

In addition to the requirements of a class teacher, covered by the current School Teachers' Pay and Conditions Document and any other agreed responsibilities. It may be modified by the Head of School, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Job Purpose:

- To assume, when necessary, the responsibilities, administrative and organisational duties of the Head of School to ensure the smooth running of the school.
- To be a member of the School Leadership Team and make a significant contribution to the strategic development and direction of the school.
- To take a lead role in the school's self-evaluation.
- To play a major role in the formulation and review of the school improvement plan and the aims and objectives of the school by:
 - establishing the policies through which they shall be achieved;
 - leading and managing staff and resources to that outcome;
 - collating and analysing performance data from a variety of sources to inform evaluation and next steps.
- To take the strategic lead on the curriculum through: supporting Key Stage leaders and managing subject leaders, undertaking monitoring and evaluation activities, leading elements of staff training and further improvement of the learning experiences to ensure the best possible outcomes.

Main Duties & Responsibilities:

To be accountable for high quality learning outcomes and excellent provision for all pupils, with a primary focus on SEND and Inclusion, reporting to the Head of School.

Shaping the Future:

- To play a key role in the leadership and management of the school and in all aspects of school improvement.
- Work with the Head of School and Governing Body to develop and implement a strategic view for the school, analyse and plan for its future needs, implement improvements and review the impact of changes.
- To establish commitment to a shared vision for the school; lead by example to inspire and motivate staff, parents, governors and pupils.
- To establish an ethos that promotes effective teaching and learning and high standards of behaviour which sustain improvement and development of all pupils.

Leading Learning and Teaching:

- To take responsibility for leading improvements in the curriculum. Work with the Head of School and Governing Body to sustain an ethos that secures and sustains effective teaching and learning outcomes.
- Model the best practice and work with others to improve classroom practice.
- Work with subject leaders and pupils to monitor, evaluate and review the school's curriculum in order to prepare learners for the future.
- Ensure effective teaching and learning by:
 - evaluating achievement outcomes in order to support and develop colleagues to meet personal and professional objectives;
 - monitoring planning and pupils work;
 - analysing pupil progress to set targets and inform school improvement;
 - ensuring the teaching across the school is effective, exciting and stimulating, impacting positively upon behaviour and attitudes for learning;
 - supporting subject leaders in developing their role;
 - organising and delivering training, as needed, to groups of school staff;
 - providing in-class support to staff, through demonstration lessons, team teaching, observation and feedback.

Developing Self & Working with Others

- Demonstrate high standards of personal integrity, loyalty, discretion and professionalism:
 - act as a positive role model to staff, maintaining high professional standards and high levels of care;
 - establish and maintain effective communication with teaching and support staff;
 - lead and provide professional development of staff by example, providing support and leading professional development sessions as appropriate.

Managing the Organisation

- Show high standards of leadership and support for others by:
 - being an excellent role model for all members of staff and for pupils in all aspects of school life;
 - being an exemplary role model of all policies and practices;
 - actively promoting the schools values and aims;
 - putting others first, providing guidance and support.

Securing Accountability

- Ensure that parents and pupils are well informed about developments within the curriculum, and ensuring that channels of communication are used effectively within the school.
- Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities.
- Present a clear and accurate account of pupils performance in areas for which you are responsible, for a range of audiences including governors, the local authority and Ofsted.

Strengthening Community

- Develop opportunities for the school to enhance its work in the community, with particular regard to the school's position in the local and wider community.



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ASSISTANT HEADTEACHER PERSON SPECIFICATION

Criteria	Essential	Desirable	Method of Assessment
Qualifications & Professional Development	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of whole school responsibility and experience of turning policy into successful practice • Significant experience of rigorous self-evaluation 	<ul style="list-style-type: none"> • Evidence of teaching and leadership professional development • SENDCO Qualification 	<ul style="list-style-type: none"> • Application Form • Certificates
Knowledge & Understanding	<ul style="list-style-type: none"> • A secure knowledge and understanding of how children learn • Know how to raise standards in core subjects through quality first teaching • Use and analyse national and school data sets effectively; identifying issues and prompt actions which result in improved outcomes • Ability to further develop school data and targets to support improved pupil achievement • A clear knowledge and understanding of Assessment for Learning • Develop and use effective moderation systems • Use new technologies to purposeful effect • Have knowledge of local and national statutory guidance, initiatives and trends • Commitment to the safeguarding and promotion of the welfare of children • Experience of working in an inclusive school, with knowledge of effective teaching adaptations to support pupil progress 	<ul style="list-style-type: none"> • Use of benchmarking e.g ASP, FFT, DfE performance tables 	<ul style="list-style-type: none"> • Application Form • Selection Process

Criteria	Essential	Desirable	Method of Assessment
<p style="text-align: center;">Skills and Abilities</p>	<ul style="list-style-type: none"> • Excellent classroom teacher; Ability to plan and deliver effective, stimulating lessons to inspire, motivate and challenge children to make accelerated progress • Able to demonstrate the impact of own teaching on pupil attainment and progress • Evidence of consistently “good” teaching using Ofsted framework • Ability to establish and maintain good discipline • Ability to motivate staff • Sound understanding of Primary curriculum and new initiatives • A leadership style based on consultation, involvement and valuing the achievement of others • Model the vision, values and policies of the school • High expectations of pupils’ learning and behaviour • Good ICT skills • Ability to identify successful inclusion strategies for all • Demonstrate passion for innovative curriculum development • Be highly organised, working accurately and methodically under pressure • Ability to work on own initiative and prioritise work to given deadlines 	<ul style="list-style-type: none"> • Through coaching opportunities be able to improve the teaching of others • Mentor for NQTs or trainee teachers 	<ul style="list-style-type: none"> • Application Form • Selection Process • References

Criteria	Essential	Desirable	Method of Assessment
Working with Others	<ul style="list-style-type: none"> • Be able to motivate, support, challenge and build capacity amongst colleagues • Engage in and promote learning through collaborative partnerships across schools • Be able to hold effective difficult conversations 	<ul style="list-style-type: none"> • Be able to build positive relationships with the local community and engage them in the life of the school 	<ul style="list-style-type: none"> • Application Form • Selection Process • References
Personal Qualities	<ul style="list-style-type: none"> • Good communication skills- able to relate to people at all levels • Reliable, efficient, well-organised, resilient • Positive approach to challenge and change • Be reflective of own practice • Good sense of humour 		<ul style="list-style-type: none"> • Application Form • Selection Process • References