

Job Description: Assistant Head of School

Location: Pentland Field School

Role: Assistant Head of School with Departmental responsibility

Accountable to: Headteacher

Job Purpose:

- To support the work of safeguarding and child protection within across the school, by taking the role of Deputy Designated Safeguarding Lead.
- To bring strategic departmental leadership to inspection areas within the school
- To be operationally responsible for the leadership of any assigned department.
- To ensure high quality provision across the school, leading on areas of school development, as identified by the Headteacher, which results in excellent outcomes for all learners.
- To contribute regularly to the strategic development of the school through active membership of the school's Senior Leadership Team.
- To support the Headteacher and Senior colleagues in the day-to-day management of the school.
- To carry out the professional duties of a teacher, to include teaching a class or classes (usually up to 0.5 of time in school).
- To develop teachers in teaching skill through mentoring, coaching and using positive feedback cycles in the school
- To undertake such additional duties as are delegated by the Headteacher

Main Tasks:

The specific nature and balance of these responsibilities will vary according to the needs of the school, and may be shared or subject to change or organisational and business needs as required.

Management and leadership:

- Maintaining and developing the ethos, values and overall purposes of the school
- Formulating the aims and objectives of the school and policies for their implementation
- Ensure appropriate development and delivery of teaching and learning pathways within departments and throughout the school
- Ensuring the school is compliant with all aspects of statutory process particularly within departmental responsibility so that pupils are not disadvantaged.
- Planning improvement which will translate school aims and policies into actions
- Implementing local and national policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs
- The efficient organisation, management and supervision of school routines
- Monitoring the quality of teaching and learning

Teaching responsibilities:

As it applies to departmental responsibility and provision:

- To carry out duties of a schoolteacher as set out in the current School Teachers' Pay and Conditions Document.
- To be responsible for teaching across the full age range at Pentland Field.
- To exemplify a high standard of teaching.

Pupil care:

To contribute to:

- developing, organising and implementing the school's policy for the personal and social development of pupils including pastoral care and guidance
- effective induction and transition of pupils
- determining appropriate pupil groupings
- promoting high expectations of pupil engagement, learning and behaviour
- developing a culture of independent learning

The management of staff:

- To be responsible for the line management and appraisal of named staff, including but not limited to departmental staff
- To participate in the recruitment and development of teaching and non-teaching staff of the school.
- To provide mentoring and support for new members of staff.
- To contribute to good management practice by ensuring positive staff participation, effective communication and procedures.
- To assist the provision of professional advice and support, and to identify and provide for training needs.
- To contribute to the management of staff attendance in accordance with policy

Relationships:

- To be responsible for fostering positive relationships across the school community.
- To help maintain and develop effective communications and links with parents, by providing positive responses to concerns and problems regarding their children's education and wellbeing.
- To assist liaison with other educational establishments in order to promote the continuity of learning, progression and curriculum developments.
- To develop and maintain positive links and relationships with the community, local organisations and employers, with a view to the provision of relevant work experience opportunities
- To foster positive relationships with wider stakeholders, modelling re-messaging of their staff to do the same

Above all, a commitment to and passion for leading in a school with children with SEN, with the drive, enthusiasm and energy required to fulfil the requirements of a demanding, but thoroughly rewarding role.

Person Specification: Assistant Head of School

Location: Pentland Field School

Evidence will be sought of:

Qualified teacher status with experience of being a class teacher	Essential
Degree or equivalent	Essential
Commitment to own professional development	Essential
Clear safeguarding checks with no preclusion from taking the Deputy DSL role	Essential
Successful experience of teaching children with special educational needs in a mainstream or special school setting	Essential
Successful experience promoting the social and emotional development of children	Essential
Successful experience forming good relationships with parents	Essential
Successful experience of developing initiatives, leading and managing change	Essential
Professional expertise in the processes of planning and assessment in an SEN school	Essential
Ability to use assessment effectively to analyse pupil progress and inform planning	Essential
Proven track record in aspects of wider school leadership	Essential
High expectations of pupil behaviour, with the ability to present a clear and well thought through rationale of the principles that positive pupil behaviour	Essential
Successful teamwork with other colleagues and professionals	Essential
Ability to communicate effectively with groups and individuals, orally and in writing	Essential
Ability to lead staff training and whole-school assemblies	Essential
Experience of staff development, such as mentoring or coaching colleagues	Essential
Experience of recruiting and/or inducting staff	Desirable
Good understanding of safeguarding issues across all key stages	Essential
Training at safeguarding level 3 (DSL level) with experience of safeguarding responsibilities	Desirable
Commitment to the idea of inclusion and the development of the special school as a community resource	Essential
Commitment to equal opportunity and curriculum entitlement	Essential