

Assistant Head

Job Description & Person Specification

September
2016

Reporting to Headteacher(s) and working alongside Subject Leads and other Senior Leaders and working in collaboration with other Assistant Headteachers both with the school and in partner schools in the CLIC.

Job Description

In addition to the requirements of a Class Teacher Job Description and Person Specification.

Main Purpose

The Assistant Headteacher plays a critical role in the life of the school. They inspire confidence in those around them and work with others to create a shared strategic vision which motivates pupils and staff. They take the lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others. They have the confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to learning. They will empower pupils to be active participants in their own learning. They demonstrate sustained high-quality performance.

Main Duties

1. To support the Senior Leadership Team in establishing a vision and ethos for the future of the school based on our cooperative values.
2. To work with the Senior Leadership Team and the governors in strategic planning, including work on the School Development Plan.
3. To develop, promote and model the implementation of whole school policies.
4. In partnership with the senior leadership team, be actively involved in leading school improvement issues.
5. Share responsibility for the school self-evaluation process.
6. Lead staff meetings and team meetings as appropriate and be responsible for ensuring that these are planned effectively and that relevant actions are agreed and followed up.
7. To monitor standards, achievement and the impact of interventions to raise standards across the phase.

8. To take a lead in initiatives, promoting and modelling outstanding practice in teaching.

Key Responsibilities:

Leadership and Management

1. To support the Headteacher(s), Executive Principal and Governors in establishing a vision and ethos for the future of the school based on our Cooperative Value.
2. To play a major role in school improvement and school self-evaluation planning process.
3. To work within the Senior Leadership Team to present an accurate and coherent account of performance to a range of audiences, enabling them to play their part effectively.
4. Foster good working relationships with staff to ensure effective communication and help promote the welfare, morale and motivation of all staff.
5. To performance manage members of your team, facilitating continued professional development.
6. To be responsible for promoting and safeguarding the welfare of children.
7. To keep up to date with current issues in teaching and learning and in school improvement and to share this with staff.
8. Actively promote the inclusive ethos of the school, provide a professional role model for all staff and support the Senior Leadership Team in creating a school climate that is supportive for staff, pupils, parents and the community.

Teaching and Learning

1. To provide a consistently good or outstanding role model as a class teacher.
2. To play a major role in the development of high quality teaching and learning, guiding, supporting and motivating staff across the school.
3. To seek ways of sharing good practice and ensuring dialogue about teaching and learning amongst school staff.
4. Together with the Senior Leadership Team and Curriculum Co-ordinators, monitor and evaluate both the quality of teaching and learning offered by the school.
5. Evaluate and record the impact of teaching and learning, providing high quality feedback, coaching and mentoring for staff.

6. Lead INSET on teaching and learning so that all teaching is consistently good to outstanding.

Raising Achievement

1. In conjunction with SLT monitor and improve achievement across all year groups, ensuring all children make good or outstanding progress.
2. Share responsibility for the tracking and target setting process for all pupils, including the analysis of assessment data in partnership with the SLT.
3. To work with standards leaders to provision map and implement appropriate interventions.

Pastoral Care

1. To promote self-discipline, high standards of behaviour and positive attitudes on the part of all children and staff and to implement policies and procedures to foster these.
2. To take an active, supportive role in the pastoral care of all children and staff in your team.
3. To lead school assemblies.

Other responsibilities

1. To fully support the life and work of the school.
2. To develop and maintain positive and effective relationships with parents, governors and the wider community.
3. To oversee management of resources.
4. To ensure the highest standards of professional conduct and confidentiality.
5. To comply with CLIC policies as well as contributing to the development of policies.

The post-holder will be expected to operate under the current School Teachers Pay and Conditions of Service Document and to carry out any additional duties at the reasonable request of the Headteacher(s)

The post-holder may be required to work outside of normal school hours on occasion (eg to attend Governing Body Meetings, with due notice.

The Post Holder may be required to work outside of normal school hours on occasion (e.g. to attend Full Governing Body and/or Committee Meetings, etc), with due notice.

Person Specification for Assistant Head

Key: A = Application I = Interview R = Reference

Selection criteria	Method of Assessment	Essential	Desirable
1. Qualification and Training:			
1.1 Qualified teacher status.	A, I, R	✓	
1.2 A continued commitment to own professional development.	I	✓	
1.3 Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children.	A & I	✓	
1.4 Knowledge of current legislation, guidance and developments relating to the subject area.	A & I	✓	
1.5 Involvement in, and organisation of, wider school activities including extra-curricular activities.	A & I		✓
1.6 Experience of teaching across the whole primary age range in a culturally diverse, urban context.	A & R		✓
1.7 A minimum of four years' experience of teaching in primary with a proven ability as an outstanding classroom practitioner.	A, I, R	✓	
1.8 Working in partnership with parents, communities or governors.	A		✓
2. Sets high expectations and inspires, motivates and challenges all children by:			
2.1 Establishing a safe and stimulating environment for children, rooted in mutual respect	A & I	✓	
2.2 Setting goals that stretch and challenge children of all background, abilities and dispositions.	A & I	✓	
2.3 Demonstrating consistently, the positive attitudes, values and behaviours which are expected of children.	A & I		✓
3. Promotes good progress and outcomes of children by:			
3.1 Being accountable for children's attainment, progress and outcomes.	A & I & R	✓	
3.2 Being aware of children's capabilities and their knowledge and plan teaching to build on these.	A & I	✓	
3.3 Demonstrating knowledge and understand of how children learn and how this impacts teaching	A & I	✓	
3.4 Encouraging children to reflect on their progress and take a responsible and conscientious attitude to their learning.	A	✓	
4. Demonstrates good subject and curriculum knowledge by:			
4.1 Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining children's interest in the subject, and addressing misunderstandings.	A, I	✓	
4.2 Demonstrating an understanding of, and taking responsibility for, promoting high standards of literacy, particularly a correct use of Standard English, whatever the teacher's specialist subject.	A, I & R	✓	
5. Plan and teach well-structured lessons by:			
5.1 Imparting knowledge and developing understanding through	A & I	✓	

effective use of lesson time.			
5.2 Promoting a love of learning and children's intellectual curiosity.	A & I	✓	
5.3 Reflecting systematically on the effectiveness of lesson and approaches to teaching.	A & I	✓	
5.4 Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding children have acquired.	A	✓	
5.5 Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).	A & I	✓	
7. Adapt teaching to respond to the strengths and needs of all children by:			
7.1 Knowing when and how to differentiate appropriately, using approaches which enable children to be taught effectively.	A & I	✓	
7.2 Having a secure understanding of how a range of factors can inhibit children's ability to learn, and how best to overcome these.	A, I & R	✓	
7.3 Demonstrating an awareness of the physical, social and intellectual development of children and knowing how to adapt teaching to support children's education at different stages of development.	A & I	✓	
7.4 Having a clear understand of the needs of all children and be able to use and evaluate distinctive teaching approaches to engage them.	A & I	✓	
8. Leadership Skills			
8.1 A minimum of one years' experience of leadership in education.	A, I, R	✓	
8.2 Ability to effectively tackle under performance and monitoring school improvement	A & I	✓	
8.3 Ability to line manage support staff working in class	A & I	✓	
8.4 Ability to inspire children and other team members	A & I	✓	
8.5 An understanding of the principles of budget management	A		✓
9. Personal Style and Behaviour			
9.1 Tact and diplomacy in all interpersonal relationships with parents, outside agencies, pupils and colleagues at work.	A & I	✓	
9.2 Ability to communicate effectively.	A & I	✓	
9.3 Have high expectations of oneself and others	I	✓	
9.4 Self-motivation and personal drive to complete tasks to the required timescales and quality standards.	A & I	✓	
9.5 The flexibility to adapt to changing workload demands and new school challenges.	A	✓	
9.6 Be willing to consent to, and apply for, an enhanced disclosure to a DBS Check, Self-Declaration and references.	A	✓	