

# Assistant Headteacher

**Salary:** Leadership Scale 10–13

## Job Description

### **JOB PURPOSE**

- To be responsible for leading the whole school data system in order to monitor and evaluate the progress of students.
- To lead and oversee the exams procedure and Quality Nominee for the BTEC qualification across the school.
- To lead and oversee the range of exam bodies used across the school.
- To ensure that all parents are fully engaged with pupils' learning and that they are supported with advice, guidance and training where necessary.
- To uphold the ethos, aims and values of the school, its policies and codes of practice at all times and in all circumstances and to lead by example playing a full part in the life of the school and celebrating students' successes.
- To manage the school in the absence of the Headteacher and Deputy Headteachers and support the Headteacher and Deputy Headteachers in leading and managing the school to the highest professional standards.
- Assisting the Headteacher and Deputy Headteachers in the day-to-day management, organisation and administration of the school and to assist in the cover for absent staff where necessary.
- Raise achievement and aspirations of the pupils by providing challenges and opportunities as well as recognising and celebrating success.
- Liaise effectively with parents, external agencies and QEB members.
- To report on pupil progress across the school to the Senior Leadership Team, QEB members and Trustees where appropriate.
- Carry out the general and specific professional duties as set out in the current 'School Teachers Pay and Conditions' document.
- To establish a target setting process and rigorous tracking and analysis of pupil progress, ensuring that a robust target setting and tracking system is in place and adhered to by all Middle Leaders and Teachers of pupils.
- To lead assessment, recording and reporting procedures for the whole school under the direction of the Headteacher and Deputy Headteachers.
- To be the Deputy Designated Safeguarding Lead.
- To be responsible for middle leader development over the curriculum, qualifications and assessment.
- To ensure that the marking and feedback process is maintained, monitored and adhered to.
- To continue to oversee an area of the curriculum within the school.

## **KEY RESPONSIBILITIES**

### General Leadership Responsibilities

- In conjunction with the other Assistant Headteachers to liaise with the multi-disciplinary teams to ensure a seamless service for all pupils (timetables, in class support, reports for annual reviews etc.).
- To be responsible for sections of the Self Evaluation Form, SDP and QEB reports as directed by the Headteacher to ensure developments and achievements are reflected and issues, actions and the impact of actions are clearly identified.
- To contribute to a range of Quality Marks.
- Participate in and assist with the organisation of Open Day/Parents' Evenings.
- Alongside the other Assistant Headteachers, attend key events in the school including outside school events. It is recognised that some of these will be on a rota basis with the other Assistant Headteachers.
- Line manager for identified Middle Leaders and Data / Exams Officer.
- To lead a team of Teachers and Teaching Assistants for appraisal ensuring that attention is paid to their development through targets set and that their training needs are met.

### Special Conditions of Service

The job description will be reviewed on a regular basis to reflect the changing needs of the school. It is not intended to be a sole description of the tasks which may need to be undertaken by the Assistant Headteacher. However, there should be enough detail to ensure that the postholder has a clear understanding of the remit of their role.

The post holder will be required to undertake any other duties of an equal nature appropriate to the post as determined by the Headteacher.

The Conditions of Employment applicable to Teachers in accordance with the Teachers' Pay and Conditions Documents apply to this post.

# Person Specification

## CRITERIA

**Experience, Qualifications and Training:** On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:

## ESSENTIAL

- Qualified Teacher status with degree qualification (DFES Number required).
- Evidence of successful continuous professional development. (Higher qualifications are desirable).
- Significant recent experience of working with pupils with Learning Difficulties and Disabilities (SEND) in a special setting or a mainstream setting which provides for pupils with a range of SEND and complex needs.
- Experience of leading whole school initiatives with evidence of how you have impacted upon the young people in your care.
- Excellent team-building skills and be able to give specific examples of how you have achieved this and how you have disseminated your practice to the staff you line manage.
- A successful current middle or senior leader.

## CRITERIA

**Ability, Skills and Knowledge:** In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:

## ESSENTIAL

- Current educational issues and developments including national policies, priorities, legislation and specialist schools.
- To be a quick thinker who can approach challenges in an analytical way and be able to motivate a team to provide solutions.
- The links between a robust appraisal system, school self-evaluation and school improvement planning.
- To have a high level of initiative and seek to improve all aspects of our work particularly in the area of whole school progress tracking.
- The skill to build on the strength and expertise of individual staff and be able to motivate, lead and empower others, showing evidence of this in your present post.
- To have the knowledge and understanding of policies and legislation around exams and data systems.
- To have effective interpersonal skills in managing a staff team and to be able to lead others to ensure effective distributive leadership.
- To understand the role and benefits of work-based learning opportunities and be able to successfully deliver curriculum targets through this approach.
- To understand the role of continual self-evaluation in ensuring that the provision is the best it possibly can be and be able to effectively carry this out in school.
- To have excellent written ability to write and present complex reports to inform and promote the school to a range of audiences.

## CRITERIA

**Personal style and behaviour:** In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:

## ESSENTIAL

- To be able to work under pressure and to meet tight deadlines and to lead others to do the same.
- To be able to present to a large audience and share your ideas in order to develop a shared vision or goal.
- To be able to work flexibly on some occasions where the need arises. • Ability to work closely with the senior leadership team on shared projects.
- Be able to commit to the wider life of the school and set an example to other staff.

