

Assistant Headteacher

Salary: Leadership Scale 10–13

Job Description

JOB PURPOSE

- To be responsible for the leadership of specific whole-school developments.
- In conjunction with the Headteacher and Deputy Headteachers, assist with the leadership and management of all the staff and the general organisation of the school.
- To carry out ad hoc duties delegated by the Headteacher.

The job description should be read in conjunction with the Core Standards for all leaders. *The job description may be amended according to the strengths and areas of experience of the successful candidate, following consultation with the Headteacher. Priorities for the year will be negotiated within the context of the School Development Plan.*

KEY RESPONSIBILITIES

General

- 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.
- Report to the Quality of Education Board.
- Demonstrate high professional standards.
- Support and assist the Headteacher in planning, managing and monitoring the use of finances and resources effectively to achieve the aims of the school.
- Develop and promote effective partnerships with parents, carers, staff and students so they are highly positive about the school in terms of achievement, teaching and learning, behaviour and safety.

Core Subject Leadership

- Act as line manager and mentor to designated subject areas and / or Year Leaders, supporting as appropriate and aiding the development of key documentation and implementation of policy.
- Establish clear expectations and constructive working relationships among staff.
- Initiate and manage change, and improvement, to develop the school and its staff, ensuring positive staff participation and effective communication and procedures.

- Maintain high expectations of all staff and be prepared to challenge poor performance.
- Oversee the development and implementation of effective teaching and learning strategies in the all subjects.
- Collaborate with subject leaders and teachers to develop and enhance the curriculum, ensuring alignment with national standards and the school's vision and values.
- Monitor and evaluate teaching and learning practices in the core subjects, providing constructive feedback and facilitating continuous professional development opportunities for staff.

Curriculum Development and Assessment

- Lead the development, review and enhancement of the core subject curriculum, ensuring its relevance, coherence and progression.
- Implement robust assessment strategies to track student progress and attainment, utilising data analysis to inform targeted interventions and improvements.
- Support subject leaders in implementing effective assessment practices.

Student Achievement and Progress

- Monitor and analyse student performance data in the core subjects, identifying trends, areas for improvement, and intervention strategies.
- Work collaboratively with teachers and other relevant stakeholders to ensure students are making good progress and achieving their full potential.
- Implement strategies to address achievement gaps, promote high expectations, and ensure equity and inclusivity in core subject outcomes.

Professional Development and Training

- Provide guidance and support to subject leaders and teachers, fostering a culture of continuous professional development and sharing of best practices.
- Keep abreast of the latest educational research, developments and policy changes related to the core subjects, sharing relevant information with staff.

Other main responsibilities:

- Carry out a teaching commitment within the general framework of the school timetable. This will include, as far as possible, teaching the full age and ability range.
- Implement trust and Quality of Education Board policies for all staff and students.
- Devise opportunities for student consultation and leadership, specifically related to areas of responsibility.
- Organise and assist in the delivery of parent/carers forums and information evenings.
- Contribute to the gathering and collation of stakeholder views.
- Attend school events and functions, as well as appropriate meetings with colleagues and parents/carers.

- Assist with the marketing of the school, organising key events as appropriate and acting as an ambassador for the school at high profile functions.
- Engage actively in Performance Management and Continuing Professional Development to ensure professional skills are kept up to date and further developed.
- With the Headteacher, lead the school faculty review process and the quality assurance of attainment and progress at school and subject level.
- Work and report to the Quality of Education Board on relevant areas of responsibility.
- Line manage the Curriculum Leadership team and other line management, as delegated by the Headteacher.
- Provide an excellent role model of outstanding academic and pastoral care.

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.

