

Assistant Headteacher – Teaching and Learning

Salary: Leadership Scale 12-16

Job Description

PURPOSE OF THE POST

- To be responsible for the leadership of specific whole-school developments.
- In conjunction with the Headteacher, 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 Improvement Plan.

DUTIES AND 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.

Reporting to the School's Local Governing Committee.

Leadership and Management:

- To lead, manage and develop a team of Lead teachers and Curriculum Leaders in conjunction with Deputy Headteachers.
- 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 prepares to challenge poor performance.
- Act as a line manager and/or mentor to designated subject areas and Year Leaders, supporting as appropriate and aiding the development and implementation of policy.
- 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.

Key Responsibilities:

Quality Assurance of Teaching & Learning and Student Experience (Curriculum)

- Lead a whole-school Quality Assurance programme for Teaching, Learning and the Curriculum Experience through a structured cycle of departmental reviews, Lesson visits, book looks and stakeholder voice, to ensure that students receive a high-quality, ambitious and well-sequenced curriculum.
- Develop and sustain a strong professional learning culture that involves and empowers all staff, contributing directly to high levels of progress, engagement and achievement.
- Support staff in consistently applying agreed pedagogical approaches and expectations in their day-to-day teaching practice.
- Maintain classroom standards as a visible and sustained whole-school priority, ensuring that the quality of teaching reflects Oak Learning Partnership's expectations and values.
- Lead on the school Pupil Premium Strategy, working in collaboration with key stakeholders to deliver the best possible outcomes for disadvantaged learners.
- Lead and oversee the whole school literacy/reading strategy.

Staffing and Options:

- Maintain strategic oversight of curriculum staffing to ensure a cost-effective, efficient and educationally robust timetable.
- Liaise closely with the Timetabler and Data Manager to ensure the smooth operation of the timetable, including management of in-year changes.
- Oversee the Year 9 options processes, ensuring they are inclusive, well-communicated and aligned with the school's curriculum vision.

CPD Strategy, Staff Training and INSET:

- Lead the strategic development of the school's CPD programme, ensuring it is informed by research, responsive to staff needs and aligned with whole-school improvement priorities. Work collaboratively with leaders and staff to identify training needs across departments and career stages.
- Design, coordinate and deliver INSET days that drive improvements in classroom practice, curriculum delivery and professional culture.
- Evaluate the impact of the CPD programme and report outcomes, developments and recommendations to the Local Governing Committee.

Performance Development:

- Maintain strategic and operational oversight of the Professional Review Programme, ensuring that appraisal processes are fair, developmental and aligned with whole-school teaching and learning priorities.

Line Management of Departments

- Provide strong, proactive line management for assigned departments, offering strategic guidance, challenge and support to drive high-quality teaching, curriculum development and student outcomes.
- Ensure departmental teams have clarity of purpose, strong leadership, and effective systems that contribute to whole-school improvement.

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 Oak Learning Partnership Trust and governing body's policies on equal opportunity issues for all staff and students in relation to sex, gender, race, disability and special needs.
- Devise opportunities for student consultation and leadership, specifically related to areas of responsibility.
- Organise and assist in the delivery of parent 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 in 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 Professional Reviews and Continuing Professional Development to ensure professional skills are kept up to date and subject level.
- Work and report to Governors on relevant areas of responsibility.
- Line manage the Curriculum Leadership team.
- Other Line management as delegated by the Headteacher.
- Provide an excellent role model of outstanding academic and pastoral care.

Leadership Posts

Post holders are also responsible to the Headteacher for ensuring the general good order and discipline and the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims and ethos of the school and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen interrelated.

Section (A) Generic to all Leadership Team

This section is based on the National Standards for Headteachers. These standards include four 'Excellence As Standard' domains: 1. Qualities and knowledge; 2. Students and staff; 3. Systems and processes; 4. The self-improving school system.

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the students they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students and staff, and towards parents, governors and members of the local community.
3. Lead by example -with integrity, creativity, resilience and clarity – drawing on own scholarship, expertise and skills, and that of others in the organisation.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.

Students and Staff

1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of own work on students' outcomes.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
3. Establish an educational culture of 'open classrooms' as a basis of sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

Systems and Processes

1. Ensure that the School's systems, organization and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behavior in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its function effectively – in particular its functions to set school strategy and hold the Headteacher to account for student, staff and financial performance.
5. Exercise strategic, curriculum led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of the students' achievements and the School's sustainability.
6. Distribute leadership throughout the organization, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The Self-improving School System

1. Create an outward facing school which works with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all students.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others – within and beyond schools – to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Assistant Headteacher – Teaching and Learning Person Specification

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| CRITERIA | Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience: | |
| ESSENTIAL | | DESIRABLE |
| <ul style="list-style-type: none"> • Qualified Teacher Status. • Good Honours Degree • Relevant Qualifications • Relevant in-service training during the last three years. | | <ul style="list-style-type: none"> • A range of relevant in-service training during the last three years which includes accreditation. |
| 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 | | |
| <ul style="list-style-type: none"> • Significant successful teaching experience and an excellent classroom practitioner. • Leadership and Management experience in a secondary school at a senior and /or middle leader level. • Experience of leading a successful whole school initiative. • Evidence of work which has led directly to positive outcomes for students at whole school level. • Involvement in leading CPD at whole school level. • Experience of successfully holding other professionals to account. • Experience in more than one school • Proven track record of raising standards, managing change, leading innovations and meeting challenges successfully. • Experience using performance management processes successfully to contribute to school improvement. • To be able to offer excellent teaching which may lie outside your speciality. | | |
| CRITERIA | Knowledge and Values: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following knowledge and values: | |
| ESSENTIAL | | |
| <ul style="list-style-type: none"> • Ability to articulate a sound educational philosophy consistent with the school's aims. • A good range of Information Communication Technology skills. • A high order of Information Technology skills which have been deployed to support student learning. <p>Understanding of effective practice in the teaching of all areas of the curriculum and cross-curricular themes.</p> | | |

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

- Inspirational Leadership skills
- To be willing to go above and beyond when required in order to impact on the pupils and the community of the school
- Ability to work on own initiative
- Ability and willingness to work with a wide range of people
- Excellent interpersonal skills
- Role model of the highest professional standards
- Track record of being a team-player
- Be ambitious and keen to contribute to whole school development
- Positivity and Resilience
- A good sense of humour