



Assistant Headteacher Job Description

Job Title: Assistant Headteacher

Reporting to: Head of School and Executive Head teacher

Grade: L6-L10

Core Purpose

To assist the Head of School in creating and maintaining an environment which promotes and secures consistently high-quality provision, high standards of achievement and behaviour, and a safe and positive place of learning and working for all.

To support the Head of School in creating, developing and evaluating the aims of the school, in partnership with pupils, staff, governors and parents.

This job description should be read in conjunction with the School Teachers Pay and Conditions Document.

Leadership

- To work in partnership with the Head of School, Executive Head teacher and Governors to develop and embed the vision, ethos and culture of the school, and its strategic direction.
- To demonstrate leadership by example: positivity, aspiration, commitment to learning, setting high standards, being solution-focussed, importance and impact of emotional wake.
- To work with the Head of School and other senior leaders, including the Pastoral Care Lead, to promote positive behaviour, a commitment to learning and achievement for all, and to promote and support inclusive practice.
- To work with the Head of School and other senior leaders, to maintain a productive and inspiring learning environment which will enable all members of the school community to achieve their best.
- Support the Head of School and other senior leaders in monitoring the quality of teaching and learning and children's achievements across the school, including the analysis of performance data, with a particular focus on engagement and inclusion of all children.
- To be able to use a range of evidence on the quality of teaching to support school self-evaluation and school improvement planning.
- To line-manage, support and hold to account teachers and support staff in their work as appropriate within the phases or areas of responsibility, including appraisals.
- To lead the development of teaching and learning, and hold staff to account for the quality of teaching and pupil outcomes.

- To promote excellence and enjoyment throughout the curriculum and take a leading role in the development of curriculum areas. This may include leading a core subject.
- To support the Head of School and other senior leaders in maintaining and developing high morale and confidence amongst all staff.
- To work with the Head of School and Executive Head teacher to ensure that Governors are kept fully informed, and to assist and advise them in the discharge of their duties through professional advice and support.
- To actively seek engagement with and work co-operatively with the staff of the local authority, outside agencies and other external partners.
- Be able to analyse pupil performance and teacher performance (using qualitative and quantitative evidence) and actively put plans in place to support and improve them.
- To have excellent interpersonal skills and be committed to a culture of challenge and support, evidence and feedback as the basis for school improvement.
- To lead or support colleagues with new initiatives as they arise, including leading on CPD as required.
- To have due regard to one's own professional and personal development in line with school priorities and expectations.

Management

- To deputise for the Head of School as required, including in safe-guarding duties.
- To help ensure the smooth running of the school on a day-to-day basis, in line with safe-guarding practices.
- To work closely and liaise with other members of the Leadership Team.
- To promote the well-being of all pupils and staff, through effective liaison with parents/carers/guardians and the wider school community.
- Demonstrate an awareness and understanding of all types of diversity and the challenges faced.
- Support the Head of School and other members of the leadership team in establishing a learning environment that helps promote behaviour for learning and independence.
- Take lead responsibility for ensuring the best possible wellbeing, progress and achievement outcomes for all children within area of responsibilities (phases/ subject), including those who may need additional or different provision, support and opportunities.
- Ensure that all children in phases of responsibility who are admitted to the school are appropriately inducted and supported, and that an early and accurate assessment of their levels of achievement and learning needs is obtained and shared with the class teacher, teaching assistant and other staff / adults as appropriate.
- Collect and make available accurate and timely assessment data to track the progress of individuals and groups of children in order to plan and effect targeted,

appropriate and timely support for individuals and groups of children according to their different needs and abilities.

- To construct and monitor in consultation with the Leadership Team, timetables and rotas in advance of each academic year and term.
- To have a strategic responsibility in conjunction with the Leadership Team for the development of the planning, coverage and delivery of the National Curriculum and teaching, learning and assessment policies.
- To assist the Head of School and other leaders in ensuring that appropriate resources are available and effectively deployed.
- To manage assessment, data collection and data analysis as appropriate, and in response to analysis, identify patterns and/or areas for development, and subsequently plan for improvement in attainment and provision for all pupils.
- To lead on the effective provision and high attainment for Pupil Premium and ensure accountability for outcomes within the phases of responsibility, reporting back at school, Governor, borough and DfE level.

Teaching and Learning

- To be an excellent, effective and efficient teacher to whom teachers and support staff look to as an example of good practice, role model and leader.
- To have a teaching timetable which will vary in length but will be designed to raise standards, coach other teachers and give support and advice.
- To support colleagues and ensure all staff new to the school are appropriately inducted, including liaising with other members of staff e.g. the Premises Manager regarding Health & Safety.
- To offer the highest level of professional teaching support for colleagues so that the highest educational outcomes are achieved for all children.
- To supervise, and so far as practicable to teach, any pupils whose teacher is absent as and when required.

Responsibility for Safeguarding

- To act as a Deputy Designated Safeguarding Lead and undertake duties and responsibilities in line with this role
- To stay up-to-date with DSL training and best practice in safeguarding in schools
- To ensure all staff are kept fully up-to-date with their knowledge, behaviours and training in relation to safeguarding
- To be part of the safeguarding team as a DDSL, contributing to clear systems of identification, record-keeping, support and review to ensure the safety and well-being of all children
- To develop parental engagement within the school, and to liaise and communicate effectively with parents and carers
- To organise and chair TAC mtgs, multi-agency mtgs, parent mtgs and staff mtgs as necessary.

- To liaise with the Pastoral Care Lead to create links with outside and specialist agencies, ensuring that the appropriate support agencies are consulted and used effectively as necessary for the safety and well-being of the children
- To contribute to ensure policies and statutory information on the website are reviewed and kept up-to-date and read as required.
- To report to Governors as and when required, ensuring they have the information they need to fulfill their role effectively.
- To liaise with Governors to ensure they have read the documents required and have had the training required in line with their responsibilities.
- To support the Executive Head teacher, the Head of School and Pastoral Care Lead in auditing and developing the effectiveness of safeguarding across the school.

Professional

- To keep-up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings
- To participate in national or local arrangements for appraisal of staff performance.
- To take part in the wider life of the school by, for example, taking part in fundraising events, attending after-school PTA or school events etc.

Personal Responsibilities

- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To promote the safeguarding of children.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

Performance Standards

- To ensure that the school's customer care standards are met and adhered to.
- At all times to carry out the responsibilities of the post with due regard to the school's Equal Opportunities policy.

ADDITIONAL

Fundamental to fulfilling the responsibilities of this post is the ability to respond flexibly, positively and successfully to the ever-changing pressures which schools face. This job description is a guide to the level and range of responsibilities, which the postholder will initially be expected to undertake. It's neither exhaustive nor inclusive and will be changed from time to time, so as to meet the changing circumstances and demands. It will not form part of the post-holder's contract of employment.



Assistant Headteacher Person Specification

Job Title: Assistant Headteacher

Reporting to: Headteacher

Grade: L6-L10

Qualifications and Experience

1. Qualified Teacher Status and evidence of appropriate subsequent in-service training.
2. Evidence of successful middle or senior leadership experience within a primary school.
3. Hold Designated Safeguarding Lead training/certificate or be willing to complete it before being appointed.
4. Experience of effectively managing and developing a staff team/ group over time.

Strategic Leadership

5. Proven experience of effectively and sensitively leading and managing change at middle/ senior-leadership level.
6. Experience of strategic planning, review, evaluation of impact and reporting back.
7. Ability to analyse comparative data and information, including benchmarking, to help improve standards and identify priorities for school improvement.
8. Good knowledge of how to maintain good mental health, with an understanding of leadership styles/ approaches/ behaviours which positively impact staff well-being.

Leading Teaching and Learning

9. An outstanding teacher, with high expectations for all pupils, who is able to influence and improve the quality of teaching and learning throughout the school.
10. Evidence of a commitment to excellence and maximising academic and social & emotional achievement for all pupils.
11. Knowledge and understanding of effective assessment and the ability to use it to enhance progress in children's learning.
12. Good knowledge of current developments in education generally, and more specifically within areas of responsibility and linked to teaching and learning.

Organisational and Team Leadership

13. Is well-organised, with the ability to develop, implement and maintain systems and procedures.
14. Ability to prioritise effectively and manage own workload, working well independently and also as part of a team.
15. Ability to follow all school policies and always act as a role model, especially in areas such as behaviour, health & safety, safeguarding, filtering and monitoring.
16. Possesses strong interpersonal skills, including the social and emotional qualities required, to bring people with them whilst also achieving the desired outcomes (various stakeholders)
17. Is approachable and can demonstrate excellent communication skills, both orally and in writing, with children, parents, staff, governors and other stakeholders.
18. Is a reflective and self-aware practitioner and manager/ leader, who is able to ask for help when needed.
19. Committed and able to develop self and others through delivery of effective CPD and support.

Leading in the Community

20. Proven ability to actively and positively engage with parents and other stakeholders.
21. Respect the views of parents and have a commitment to the involvement of parents in the learning process.
22. Experience of building and maintaining purposeful links with other agencies.
23. Commitment to the active promotion of equality and diversity across the school.
24. Evidence of an understanding of and commitment to safeguarding and promoting the welfare of children.