



JOB DESCRIPTION

DIRECTORATE: Education	NAME OF SCHOOL: Ben Jonson Primary School
POST TITLE: Assistant Headteacher	GRADE: Leadership Scale Point L6 – L14

RESPONSIBLE TO: The Headteacher (or the Deputy Headteacher)

STAFF SUPERVISED: Staff members within your jurisdiction

RESPONSIBLE FOR: Securing the progress of every child through the school priorities

STATUS OF POST

This is a senior post within the school's staffing structure, which carries with it membership of the Senior Leadership Team (SLT). This post holder is accountable to the headteacher. As a member of SLT, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the headteacher.

JOB PURPOSE

The core purpose of the assistant headteacher is constant whatever the jurisdiction and the role. Assistant Headteachers may be responsible for a particular phase, or an aspect of the school such as curriculum or inclusion and / or one (or more) of the school's priorities. The needs of the school and its priorities are dynamic and are identified through monitoring and evaluation activities; the specific role of the assistant headteacher needs to be flexible in order to best serve those needs and priorities

Whatever the specific role the following applies for all assistant headteachers:

- To support, hold accountable, develop and lead your team in order to secure high quality teaching, the effective use of resources and improved high standards of learning and achievement for all children.
- Have the skills, preparation and authority to carry out the role effectively, including making rigorous and fair judgements on progress towards meeting the core standards
- To support, hold accountable, develop and lead their team in order to secure high quality teaching, the effective use of resources and improved high standards of learning and achievement for all children.
- To contribute effectively to the school performance management system as an appraiser.
- To support the headteacher's overall leadership, development and management of the teaching and learning of all children; to have a class teacher responsibility where appropriate and be able to teach in all key stages, to take a leading role in the monitoring and evaluation of standards across the whole school, and to be a leading professional actively promoting effective teaching and learning practices across the school.

- The post will require you to work in partnership with the headteacher, governors and staff to ensure the continuous improvement of the school. The post holder will be expected to attend governing body meetings.

REPORTING TO

The post holder is responsible and accountable to the headteacher or the deputy headteacher in all matters. The post holder is also expected to interact with and lead colleagues on a professional level in order to promote a mutual understanding of the school's vision and values.

HEALTH AND SAFETY STATEMENT

So far as is reasonably practicable, the post holder must ensure that safe working practices are adopted by employees and in all premises/work areas, to maintain a safe working environment for employees and service users. These are defined in the Corporate Health Safety and School policies.

MAIN EXPECTATIONS OF THE ROLE

1. Shaping the Future

- Support the headteacher and governors in promoting and developing a vision for the future of the school; demonstrating inspirational leadership and creativity.
- Play a significant role in the school improvement planning process, taking account of the agreed priorities of the school and reflecting specifically on personal areas of responsibility.
- Contribute to the identification of key areas of strength and weakness in the school with detailed reflection on day to day working knowledge of the school's policies and practices.
- Exemplify the application of agreed policies, priorities and expectations, so as to set a good example to other colleagues.
- Develop and enhance a culture of team work, in which views of members of the school community are valued and considered.
- Contribute to the self-evaluation of the school.
- Develop a work plan for their jurisdiction in response to outcomes of monitoring and evaluation
- To induct new staff into their team.

2. Leading Learning and Teaching

- Maintain a high profile as an example of best and leading practice (including formative assessment) within the classroom and foster the high expectations to which the school aspires.
- To lead, develop and monitor whole school assessment in conjunction with the headteacher.
- Lead a phase team.
- Share responsibility for the analysis of key school performance data for the relevant area of the school, to ensure priorities are appropriate and improvement in standards is promoted.
- Oversee the development of effective timetabling, which meets and responds to the needs of children within the statutory frameworks and the resources available.
- Coach and develop staff to maximise impact on effective teaching and learning.
- Through liaison and guidance, work closely with other leaders to ensure the best learning opportunities for children.
- Actively include children to further enhance their learning opportunities and personal development.
- Support the target setting process; including statutory procedures and targets for individuals and groups throughout the school.
- Implement strategies to promote high standards of behaviour.
- Seek to develop and enhance a broad and rich curriculum which meets the needs of the range of children in the school.

- Monitor and evaluate outcomes achieved from classroom practice.
- Take a leading role in development of quality and manageable assessment practice throughout the school.
- Support the development of a core subject throughout the school to ensure high quality teaching which support high standards.
- To demonstrate a commitment to positive behaviour management throughout the school acting as a restorative practice facilitator.

3. Subject Specific Responsibilities

Within the school the AHT will:

- Be responsible for developing aspects of curriculum.
- Be responsible for monitoring and evaluating learning and teaching.
- Demonstrate and model excellent teaching and learning in all aspects of the curriculum.
- Be responsible for ensuring the quality of formative and summative assessment.
- Interpret and use data to set effective targets to raise achievement in the phase.
- Keep up to date with recent developments in education.
- Provide training for all members of the school staff.
- Initiate strategies for involving parents/carers in their children's learning.
- Work with staff in selecting and ordering appropriate books, materials and equipment within an agreed budget.
- To work in partnership with other subject leaders to ensure their participation in understanding and developing the curriculum as set out in the School Improvement Plan.

4. Managing the organisation

- Manage the day to day activities of the delegated areas of responsibility to ensure the school meets statutory requirements in a highly effective and efficient manner.
- Develop action plans in specified areas of responsibility, in order to bring about improvements.
- Contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities.
- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the children and value for money.
- Ensure that equal opportunities for children and staff are effectively promoted.

5. Securing Accountability

- Work alongside the headteacher to secure improvement through Performance Management; take responsibility for the performance management of identified staff
- Support staff in understanding their own accountability, and develop approaches to its review and evaluation.
- To work alongside the headteacher to use a range of data sources to set realistic yet challenging targets for children, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes and identify priorities for the school development plan.
- Contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary.

6. Strengthening Community

- Support the development of the school within the community; strengthening partnerships with other schools and services thus enhancing community cohesion.

- Demonstrate an understanding of the diversity of the school community.
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice.
- Evaluate and enhance the development of a curriculum which provides children with opportunities to enhance their learning within the wider community.
- Promote and model good relationships with parents and carers, which are based on partnerships to support and improve children's achievement, involving parents as true partners in the education of their children.

7. Performance Measures

Performance management assessment will be based on the responsibilities listed above and judgements will be made against these as part of the school's performance management cycle.

8. Child progress

Demonstrate that, as a result of your leadership, your children achieve well relative to the children's prior attainment, making progress as good or better than similar children nationally. (This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for children where national tests and examinations are not taken.)

9. Professional Characteristics

Demonstrate that you are an effective professional who challenges and supports all children to do their best through:

- Inspiring trust and confidence,
- Building team commitment,
- Engaging and motivating children,
- Analytical thinking,
- Taking positive action to improve the quality of children's learning.

10. Safeguarding Children

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced CRB clearance.

SENIOR MANAGEMENT RESPONSIBILITIES

These responsibilities are over and above those required by a teacher of main professional Grade or those staff who are members of the Middle Management Team.

- To lead a team of teachers and support staff.
- To identify professional development needs and co-ordinate staff development programmes to raise levels of achievement.
- To be involved with the development of whole school policies from Early Years -11 within your own jurisdiction and within that of others.
- To be an active member of the Senior Leadership Team and work as a team ensuring appropriate professional conduct and confidentiality where appropriate.
- To actively support all policy decisions.
- To attend some governing body meetings, both Full Governing Body and Committee meetings.
- To work with the Senior Leadership Team on interpreting and using data to set effective targets to raise achievement.
- To assist in planning and implementing timetables, rotas and systems to ensure the smooth day to day running of the school.
- To co-ordinate and assist with school events, during and out of school hours.

- To actively support staff in maintaining high standards of behaviour among all children throughout the school.

KNOWLEDGE AND UNDERSTANDING

Demonstrate a thorough and up-to-date knowledge of teaching and learning and take account of wider curriculum developments which are relevant to the school's priorities.

ORGANISATIONAL DETAILS

The post holder will be line managed and performance managed by: The headteacher or the deputy headteacher

The above job description was agreed on (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual performance process.

_____ Signed by (Post holder)

_____ Signed by (Headteacher)

PERSON SPECIFICATION FOR ASSISTANT HEADTEACHER		
Essential	Desirable	Evidence
<p>Qualifications</p> <ul style="list-style-type: none"> • Qualified Teacher Status • Educated to degree level 	<ul style="list-style-type: none"> • Evidence of personal commitment to continuous professional development • Leadership course attendance within past two years 	<ul style="list-style-type: none"> • Application form
<p>Experience</p> <ul style="list-style-type: none"> • Successful teaching experience for a minimum of five years • Teaching across the whole primary range • Evidence of excellent class teaching to provide a model of good practice for others. • Evidence of good organisational skills. • Understanding of how children learn in a high achieving and successful school • Responsibility for leading a subject across the school • Building and sustaining effective working relationships with staff, governors and parents in the wider community • The ability to deliver effective in-service training. 	<ul style="list-style-type: none"> • Former responsibility at phase or whole school level for raising standards • Experience of leading teams to achieve a specific outcome for children • Evidence of the development of policy or curriculum schemes of work • Knowledge and understanding of the factors which support high attainment in school for all children. • Experience of initiating and leading new developments in education. • Successful teaching experience in more than one phase with an outstanding or good evaluation • Evidence of the ability to work as a team and to manage staff effectively. • Experience carrying out performance reviews 	<ul style="list-style-type: none"> • Application form • Selection day • Interview
<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Evidence of strong professional subject knowledge • Understanding of New OFSTED framework regarding learning and teaching and leadership and management. • Ability to plan lessons effectively for all pupils in a class setting with clear learning intentions and differentiating tasks and ability to demonstrate best practice to colleagues • Knowledge and understanding of positive behaviour strategies and dealing with specific behavioral 	<ul style="list-style-type: none"> • An understanding of the skills and attributes involved in effective leadership • Evidenced experience of raising standards within key whole schools priorities • Knowledge of recent developments in education. • Evidence of understanding of strategic management in a large school • An understanding of/and experience of working towards whole school awards e.g. Eco Schools, Healthy Schools /International School Award • Evidence of the ability to take ownership of whole school issues and participation in the leadership and management of the school. 	<ul style="list-style-type: none"> • Application form • Selection day • Interview

<p>issues</p> <ul style="list-style-type: none"> • Ability to coach and mentor individuals to achieve specific outcomes • Ability to challenge and inspire colleagues • Strong ICT skills including use of interactive whiteboard for teaching • Clear understanding and commitment to safeguarding procedures • Ability to analyse data and pinpoint key issues in order to inform staff of the way forward • Knowledge and understanding of the effective inclusion of all children. • Evidence of a commitment to equal opportunities. 	<ul style="list-style-type: none"> • Understanding of use of data to raise standards • Evidence of experience of and a commitment to the involvement of parents and carers in the learning process. • Knowledge and experience of monitoring and evaluating the curriculum, learning and teaching. 	
<p>Personal Qualities</p> <ul style="list-style-type: none"> • To relish challenge and perform efficiently in this significant key role • Ability to take responsibility for others' performance • To be able to lead by example • Tenacity and commitment while working under pressure • Ability to think strategically • Ability to organise, prioritise and delegate • The ability to synthesise information quickly and effectively whilst maintaining an intensive workload • Ability to manage time effectively and work to deadlines • Good team player • Ability to enthuse and motivate others • Good communication skills both orally and in writing 	<ul style="list-style-type: none"> • A commitment to providing extra-curricular activities and an understanding of its impact upon school ethos 	<ul style="list-style-type: none"> • Application form • Selection day • Interview
<p>Other</p> <ul style="list-style-type: none"> • Commitment to inclusive practice • Commitment to pupils • Good attendance and punctuality • Record 	<ul style="list-style-type: none"> • Governance experience/involvement with governors 	<ul style="list-style-type: none"> • Application form • Interview
<p>Evidence may be required to validate statements provided</p>		