



# Northumberland Church of England Academy Trust

## JOB DESCRIPTION

<b>TITLE:</b>	<b>Assistant Headteacher</b>
<b>SCHOOL:</b>	<b>Castle School</b>
<b>RESPONSIBLE TO:</b>	<b>Headteacher</b>
<b>SALARY:</b>	<b>L9 – L13</b>
<b>RESPONSIBLE FOR:</b>	<b>Supporting the Headteacher to Lead and Manage Castle School</b>

### JOB PURPOSE

- Under the leadership of the Headteacher, to ensure high standards for all pupils in the phase for which they have responsibility.
- Ensure that the school ethos and policies are effectively developed and implemented throughout the whole school.

### KEY RESPONSIBILITIES

- Ensure the vision for the school is clearly articulated, shared and understood and acted upon effectively by all.
- Support the Headteacher in leading and managing Castle School by providing high quality leadership and management for all staff throughout the whole school.
- As part of the senior leadership team, formulate the overall aims and objectives of Castle School and policies for their implementation.
- Be responsible for promoting and safeguarding the welfare of children and young people in Castle School, and to be a Designated Safeguarding Lead (DSL).
- Lead a phase (primary or secondary) within Castle School.
- Carry out any other reasonable duties that may be specified from time to time by the Headteacher.

### SPECIFIC RESPONSIBILITIES

#### Strategic Direction and Development of Castle School

- Ensuring that practices, policies and procedures are followed, evaluated and developed and are effective in meeting the individual needs of the children.

### **Leading and Managing Staff**

- Be responsible for the day to day management of teachers and support staff in the phase, including PPA and that classes are appropriately covered.
- Participate in the recruitment of teaching and non-teaching staff as appropriate.
- Monitor, evaluate and review classroom practice to ensure that all teaching and learning is of a high quality.
- Management, development, supervision and appraisal of support staff.
- Motivate and enable all staff in school to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs.
- Work closely with other leaders to ensure effective transition across Key Stages/phases.
- Organise and lead staff briefings and staff meetings

### **Teaching and Learning**

- Take a lead role in planning and organising an appropriate curriculum for pupils in Castle School having regard to the needs, experience, interests, aptitudes and stage of development of the pupils and the resources of the school.
- Monitor the quality and effectiveness of planning systems, i.e. schemes of work, curriculum plans and individual pupil records for the delivery of the school's curriculum, taking into account the individual needs of the pupils.
- Ensure the development of rigorous assessment systems for the recording and planning of pupil progress.
- Ensure that the Behaviour policy is implemented appropriately and that all records are accurate and up to date.
- Work within a Positive Behaviour Framework to support the individual needs of pupils.

### **Relationships with parents and external agencies**

- Promote effective relationships with parents/carers, the LA and other agencies in order to meet the individual needs of the pupils.
- Chair and/or participate in Annual EHCP Reviews, and other professional Reviews and Planning Meetings as appropriate.
- Develop good relationships with the Local Authority, other professionals working into school, the local community and parents/care



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## PERSON SPECIFICATION

Post Title: Assistant Headteacher	Department:		Assessment Method
	Essential	Desirable	
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>• Value the education of every pupil as equally important</li> <li>• Be committed to equal opportunities</li> <li>• Believe in pupils' entitlement to a broad, balanced and meaningful education</li> <li>• Recognise that it is the responsibility of leadership to provide active support and challenge to colleagues</li> <li>• Be committed to high quality in all aspects of their work</li> <li>• Have a collaborative approach to partnership working</li> <li>• Have a deep understanding of school systems, the managements of young pupils, development, planning and implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and practice the principles of change management</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Lead and inspire others</li> <li>• Work on their own initiative and be part of a team</li> <li>• See tasks, plans and ideas through to completion</li> <li>• Think strategically but have an 'eye for detail'</li> <li>• Communicate effectively in a wide variety of forms to a range of audiences</li> <li>• Use emotional intelligence to manage change effectively</li> <li>• Led and manage colleagues</li> <li>• Demonstrate evidence of a commitment to own professional development</li> <li>• Have experience of leading teaching and learning initiatives beyond their own classroom</li> <li>• Show an excellent understanding of the components which comprise outstanding teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience</li> </ul>	

	<ul style="list-style-type: none"> <li>• Have experience of giving effective feedback to colleagues about professional performance</li> <li>• Have experience of coaching and mentoring colleagues</li> <li>• Developing high quality learning strategies and monitoring learner progress to raise attainment</li> <li>• Have an understanding of the requirements for the provision of children and young people with additional needs</li> </ul>		
<b>Qualities</b>	<ul style="list-style-type: none"> <li>• A highly professional approach to their work</li> <li>• Great energy and enthusiasm</li> <li>• A real drive to make things happen</li> <li>• A passionate desire to make a difference</li> <li>• The desire for further career progression</li> <li>• A warm, open and optimistic disposition</li> <li>• Loyalty, determination and persistence</li> </ul>		
<b>Experience &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>• Experience of working within a specialist provision for pupils with severe or complex learning difficulties at leadership level</li> <li>• Understanding of key educational issues/change, combined with the ability to lead and co-ordinate their effective implementation</li> <li>• A proven track record of successful leadership</li> <li>• Experience of effectively working with others including parents/carers, governors and external agencies</li> <li>• A good Honours degree</li> <li>• Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• Experience and up to date knowledge of the code of practice and the statutory processes in place for reviewing pupils with EHCPs</li> <li>• Up to date training and experience in the role of DSL</li> <li>• Prepared themselves for the post through appropriate professional development</li> </ul>	