

**JOB DESCRIPTION – ASSISTANT HEADTEACHER**

<b>Job title:</b>	Assistant Headteacher
<b>Grade/Salary:</b>	Leadership scale 7
<b>Responsible to:</b>	Head of School
<b>Purpose of the job:</b>	To play a major role under the direction of the Head of School in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.

**Introduction:** The Assistant Headteacher will have delegated responsibilities which are both schoolwide and of considerable weight. This will be in addition to carrying out the professional duties of a teacher other than an Assistant Headteacher.

**Core Purpose and Accountability – Senior Leaders:**

- To play a major role under the direction of the Head of School in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.
- Undertake the professional duties of the Assistant Headteacher reasonably delegated to you by the Head of School.
- Undertake the professional duties of the Head of School, in the event of their absence from the school.
- In partnership with the Executive Headteacher, Head of School and the Senior Leadership Team, provide professional leadership and management throughout the school.
- To provide professional leadership and management of the School Development Plan priorities.
- To take an active role in the School Self Evaluation process.

**Roles and responsibilities:**

- Strategic oversight of Key stage 4.
- Strategic and operational overview of whole school data, reporting, assessment, parents' evenings and target setting.
- Strategic lead on timetable development and the options process.
- Student data tracking system across all subjects and year groups.
- Strategic development/management of duties rota

### **Commitment to Safeguarding Children**

Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with by:

- Having excellent knowledge of the school safeguarding policy and procedures regarding child protection.
- Becoming aware of the signs and symptoms of abuse by attending relevant safeguarding training.
- Understanding and support the school by attending training relevant to current national safeguarding issues such as The Prevent Duty, Child Exploitation, Female Genital Mutilation.
- Reporting all causes for concern to the Safeguarding team using detailed and accurate information.
- Ensuring the safety of all students in the school learning environment both indoor and outdoor.

It is a requirement of all staff to report any actual or potential risks to the safety or welfare of students to the Designated Safeguarding Lead (or in the case of staff to report to the Head of School).

### **School Ethos**

- To play a full part in the life of the school community, to support its values and ethos and to encourage staff and students to follow this example.
- To promote actively the school's corporate policies
- To comply with the school's Health & Safety policy and undertake risk assessments as appropriate.
- To comply with the school's GDPR policy
- To comply with the school's Code of Conduct for employees.

### **Shires MAT**

- To engage in Trust systems to support effective practice within Trust schools.
- To support Trust provision through regular meetings and development opportunities with counterparts across the Trust.

### **Equalities**

- To understand and comply with the Equality Information and Objectives Policy.
- The Trust is committed to the promotion of equal opportunities and diversity.

**Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.**

**Signatures:**

The school will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade. The job description should be seen as enabling rather than restrictive and will be subject to regular review.

**Special Requirements:**

An enhanced Disclosure and Barring Service (DBS) check and references will be requested in the event of a successful applicant. Where applicable, a prohibition from teaching check will also be completed.

Signed ..... Signed .....

(Issued by – Head of School)      (Received by – Staff Member)

Dated ..... Dated .....

**PERSON SPECIFICATION – ASSISTANT HEADTEACHER**

	Essential	Desirable	Evidenced by A, I, T
<b>Qualifications</b>			
Qualified Teacher Status (or equivalent)	✓		A
Honours degree or equivalent	✓		A
Relevant educational management or professional development in preparation for a leadership role (NPQ or equivalent)	✓		A, I, T
<b>Experience</b>			
Recent and successful senior leadership and management experience in a school – you need to have been a member of a senior team and have had significant leadership and management responsibilities.	✓		A, I
Evidence of effective team management with the ability to role model school values	✓		A, I
Proven track record of outstanding teaching	✓		A, I, T
Experience of monitoring, evaluating and improving the quality of teaching and learning	✓		A, I, T
Experience at leadership level in leading aspects of school self-evaluation, development and improvement planning		✓	A, I, T
Line management experience including experience of carrying out performance management reviews	✓		I
Experience planning and delivering CPD/INSET to groups of staff/whole staff		✓	I
Experience of leading and managing pastoral teams and creating effective pastoral approaches that support the personal development of young people which then supports their academic learning	✓		A, I, T
Experience of developing and implementing effective programmes for the professional development of staff.	✓		A, I, T
Experience of creating and maintaining effective partnerships with parents, carers and the wider community to enhance pupils' achievements.	✓		A, I
<b>Professional knowledge and skills</b>			
Ability to adapt leadership style to a range of scenarios across the school.	✓		A, I, T
Ability to lead and manage change, ensuring staff are deployed and managed well with due attention to workload.	✓		A, I, T
An excellent understanding of features of high-quality pedagogy and practice for children and young people.	✓		A, I, T



Data analysis skills and the ability to use data to plan for progression, set targets, identify weaknesses and drive school improvement.	✓		A, I, T
Be an effective communicator with excellent interpersonal, communication and presentation skills, both written and oral.	✓		A, I
An ability to provide clear educational vision and lead by example in order to maintain and build upon the school's successes.	✓		A, I
Ability to build effective working relationships with all members of the school community.	✓		I, T
Ability to demonstrate an excellent understanding of the current Ofsted Framework requirement with regards to how it translates into practice in our setting.	✓		A, I
Skilled in strategies and approaches to support and encourage positive behaviours as well as the ability to manage challenging behaviours.	✓		A, I
A clear understanding of the current legislation and its implementation with regard to Safeguarding, in order to support the school to meet its statutory responsibilities.	✓		A, I
An ability to tackle challenging situations and make difficult decisions, communicating outcomes clearly and with sensitivity, ensure staff know and understand their professional responsibilities and are held to account.	✓		A, I
Good knowledge and understanding of the Ofsted Education Inspection Framework	✓		A, I, T
<b>Personal qualities</b>			
An enthusiastic, inspirational, creative and motivational leader who is able to operate effectively and think clearly under pressure in a changing and evolving environment.	✓		I
Commitment, passion and enthusiasm and the drive to achieve excellence and the best possible outcomes for our young people	✓		A, I
Demonstrate personal and professional integrity and be an exceptional role model to others and a loyal and trusted member of the senior team.	✓		I
Commitment to always maintaining confidentiality.	✓		I, T
Commitment to safeguarding and equality.	✓		A, I, T
An ability to communicate effectively with all members of the school community and create and maintain a culture which celebrates success and promote behaviours that illustrate respect and kindness leading to positive relationships.	✓		I
Ability to prioritise, plan and organise workload effectively, delegating appropriately and through effective management, that actions are effectively completed to a high standard and deadlines met.	✓		A, I
Demonstrate a capacity for sustained hard work with energy and vigour, whilst retaining a good work life balance.	✓		I



Be aware of own strengths and areas for development and listen to, reflect constructively and act upon, as appropriate, feedback from others.	✓		I, T
Ability to focus on the positives and show resilience and determination to find a solution to every tricky situation.	✓		I, T
Ability to support your team and know when to take the lead, when to listen and when to use humour.	✓		I
Start each day afresh and with the same enthusiasm, joy and can-do attitude that you had on your first day.	✓		I

**A = Application**

**I = Interview**

**T = Task**