

## Assistant Headteacher Job Description Inclusion

**Post:** Assistant Headteacher  
**Salary Grade:** L12 - 16  
**Responsible to:** Deputy Headteacher

### Core Purpose

In partnership with the Governing Body, Headteacher and wider leadership groups ensure that the school ethos and values are at the core of everything that the school does. A core element of this role is supporting and, at times, deputising for Headteacher and Deputy Headteachers in providing strategic leadership that leads to the realisation of the school aims and objectives and that all pupils are safe and happy, develop as good citizens, make strong academic progress and are ready for the challenges of the world of work or further study.

### Responsibilities

#### 1. Membership of the Leadership Team

**All members of the Leadership Team are required to meet the following responsibilities.**

**1.1. Effectively improve the quality of provision** through taking action where you see that provision does not meet agreed standards; carrying out monitoring of learning through lesson observation and work scrutiny; analysis of assessment data; seeking staff and pupil feedback; developing, leading and reviewing elements of the School Improvement Plan; providing honest and accurate feedback to staff; following up concerns in a timely manner.

**1.2. Establish high performing teams in the areas you lead** through modelling effective practice personally; setting appropriate objectives; ensuring communication is effective; motivating colleagues to produce their very best; effective use of the appraisal policy; mentoring and coaching colleagues as appropriate; creating a culture of high expectations.

**1.3. Meeting the whole school responsibilities of a senior leader through** safeguarding pupils at all times: ensuring whole school policies are met; being highly visible during the school day and at after school events; making a positive contribution as a member of the Leadership Team; supporting and at times leading elements of the School Improvement Plan; liaising effectively with other stakeholder groups, including governors; being proactive in supporting and challenging staff across the school; leading whole school CPDL; liaising effectively with other leaders; making a significant contribution to the formulation of whole school policy: participating in the leadership break and lunch duty rota.

**1.4. Demonstrating the qualities expected of a leader at Whickham School** through effective communication and decision making in line with the school's vision and values; upholding the school values and ethos at all times; developing others to be the best they

can be through modelling and coaching; meeting deadlines; being a presence around the school site; attending school events.

**1.5. Developing leadership capacity within the school** through creating an environment where staff feel empowered; providing opportunities for colleagues to develop leadership skills; effective mentoring and coaching of staff; use of appraisal to support professional development

## **2. Teaching, learning and assessment**

**All members of the Leadership Team are expected to be expert teachers who have the following responsibilities. Members of the team are expected to carry out the duties of a class teacher as set out in the current School Teachers' Pay and Conditions Document.**

**2.1. Use the Whickham Learning Model** through using resources developed collaboratively in short, medium and long term planning; ensuring pupils interact with the four stages of the model; modelling effective practice; participating in staff meeting and training time to develop staff skills and practice.

**2.2. Regularly and accurately assess pupil progress** through ensuring the expectations of school and relevant faculty assessment policies are met; modelling best practice in the use of formative and summative assessment practices; ensuring accuracy in assessment decisions.

**2.3. Provide effective feedback that secures strong pupil progress** through regular marking of classwork, homework and assessments that provide pupils with specific feedback leading to improvements; effective use of Personal Learning Tasks (PLT); acting upon assessment data to close learning gaps; effective use of questioning; verbal feedback.

**2.4. Extend pupil learning through regular homework** through meeting the expectations of the homework policy; setting high quality homework that consolidates learning and challenges pupils; reviewing homework; challenging missing or unsatisfactory homework.

**2.5. Have good subject knowledge, an extensive understanding of examination board specifications and plan for progress** through ensuring you deliver agreed curriculum plans; use training to develop and extend subject knowledge; teach appropriate examination skills and techniques; share good practice; plan to ensure knowledge and skills are retained over time.

**2.6. Adapt teaching to meet the needs of all pupils** through using appropriate techniques and resources to differentiate learning; understanding the individual needs of pupils you teach and take these needs into account when planning; ensuring that feedback is personalised to individual pupils.

**2.7 Pupil behaviour is consistently good** through ensuring classroom routines are followed; effectively managing pupil behaviour; motivating and rewarding pupils who demonstrate good learning habits; having high expectations of pupil behaviour and act when these are not met; developing good relationships, exercising appropriate authority and acting decisively where appropriate.

### 3. Specific responsibilities

**The post holder is responsible and accountable for following elements of provision.**

**3.1. Ensuring pupils are safeguarded** through being qualified as a Designated Safeguard Lead and deputising for the DSL as required; using CPOMS to accurately record and act upon safeguarding issues; ensuring good communication with appropriate external organisations in meeting safeguarding needs, including off-site providers.

**3.2 Strategic leadership of inclusion** through having a strong understanding of the legal duties and policy direction shaping inclusion in England; developing and implementing the school vision for inclusion; ensuring policies, practices and staff behaviours are inclusive; monitoring and effectively evaluating the achievement and wellbeing of vulnerable pupils, including those with SEND, pupils eligible for pupil premium, young carers, looked after or previously looked after children and pupils who have a social worker or have previously had involvement with social services; using data to inform practice and where appropriate, intervention and ensuring the school complies with relevant legislation relating to inclusion.

**3.3. Ensuring provision for pupils with SEND is effective** through providing strategic oversight of SEND; leading the SEND team; line managing the SENDCo; monitor the quality of SEND provision, provision mapping and pupil interventions; ensuring EHCPs are effectively implemented; working with the SENDCo to ensure robust identification, assessment and review processes; lead SEND priorities within the SIP; work collaboratively with external agencies, local authority services and specialist professionals; work with school finance team in accurately monitoring SEND funding; ensuring whole school CPDL is effective in developing the quality of support SEND pupils receive.

**3.4. Ensuring the provision for pupils identified as pupil premium is effective** through leading and coordinating strategies that support disadvantaged pupils and accelerate progress; liaising with the Senior Pastoral Leader on associated pastoral issues for disadvantaged pupils; preparing, monitoring and evaluating the disadvantaged pupil strategy; ensuring staff consistently apply agreed strategies to support disadvantaged pupils; working in partnership with the Senior Assistant Headteacher Behaviour and Attitudes and Assistant Headteacher Attendance and Alternative Education in meeting individual pupil needs; ensuring whole school CPDL is effective in developing the quality of support pupil premium and other vulnerable pupils receive.

**3.5. Effective line management of one Faculty Leader** through understanding the specific responsibilities that the post holder has; effectively supporting and holding them accountable for their performance; coaching and mentoring them as appropriate; regularly meeting with them; appraising them; acting as a critical friend; developing positive working relationships with the colleague.

**3.6. Effective deployment of school resources** through effectively managing and monitoring school budgets that are assigned to you; always achieving value for money in use of school funds; effectively deploying staff; maintaining a staffing overview and liaising with other teams in the use of this; setting appropriate objectives when allocating funds.

This postholder is expected to be available on the days that GCSE and A level results are released to support both pupils and the process. The postholder is also expected to be available on GCSE results day to support enrolment to the sixth form.

The postholder is also expected to undertake any other duty as specified by School Teachers Pay & Conditions Document not mentioned above. You will be expected to meet the professional standards of a teacher, as defined in the STPCD. This is to be seen as additional to the role defined by the Subject Teacher Job Description.

The postholder is also expected to carry out any reasonable request made by the Headteacher or line manager. No Job Description can be fully comprehensive and this is, therefore, subject to review and modification, as necessary.