**Job Description**

Job Title: **Assistant Headteacher**

Salary: Leadership Scale

Purpose: To take a lead role in the pastoral development of the school, monitoring and evaluating behaviour management particularly building relationships across the whole school.

To be a leading professional actively promoting effective practice in building relationships and pastoral care.

To be an advocate for the children and the school’s wider community especially pupil premium and vulnerable families.

Responsible to: The children, parents and wider local community, the local governing body, Community Academy Trust Directors

The post holder is also expected to interact and lead colleagues on a professional level in order to promote a mutual understanding of the school’s vision and values.

The post holder will be expected to network and liaise across the range of external providers, schools and community networks, to ensure a consistency of approach regarding standards, support, transition and high-quality learning and teaching.

Responsible for:

* The Post Holder will report directly to the Executive Headteacher.
* The post holder will assist the ‘Head of School’ with the management and organisation of the school, seeking to achieve the highest standards of staff performance, student achievement and improving the quality of pastoral care and ensuring the effective daily operation of the school.
* To take overall responsibility for the school in the absence of the ‘Head of School’ and Executive Headteacher

**Strategic Direction**

The Assistant Headteacher will:

* Be an active and supportive member of the school’s senior leadership team and support the Head of School and other colleagues in the management, strategic development and direction of the school.
* In conjunction with the Head of School and SLT ensure the highest possible standards of education occur, through the promotion of effective teaching and learning, a balanced curriculum, the provision of excellent pastoral care and support for students and a rich extra-curricular programme which reflects the school’s development priorities and foundational ‘ethos’.
* To play a key role in promoting the aims, value and ethos of the School set by the Executive Head and CAT and facilitate effective communications with all stakeholders.
* To actively be a champion for pupil premium and vulnerable families and ensure that they receive the highest possible standards of education and excellent support so they make expected progress.
* Undertake the professional duties of the ‘Head of School’ and to deputise for all aspects of the role in their absence.
* To be proactive with key developments pertinent to the leadership and management of the school and statutory requirements, keeping the Head of School fully informed of the developments.

**Leadership**

The Assistant Headteacher will:

* In conjunction with the Head of School and SLT shape and establish the vision for the school, setting high expectations with a clear focus on pupil achievement.
* To ensure the agreed format and processes for assessment occur on a day to day basis using the full potential of technology and data systems to set targets, monitor students’ progress and raise attainment.
* To maintain a clear and accurate awareness of the school’s performance, being accountable for the school’s performance to the Head of School.
* Lead by example – with integrity, creativity, resilience, and clarity - drawing on their own knowledge, expertise and skills, and that of those around them.
* Be highly visible and approachable to all members of the community of the school.
* Demonstrate those leadership behaviours which positively impact relationships and attitudes towards pupils, staff, parents, governors and members of the community.
* Hold and articulate clear values and moral purpose.
* Develop, inspire, and lead a highly effective pastoral team with enthusiasm and a continuous drive towards excellence with the support of the Executive Head and SLT.
* To line manage staff on a day to day basis to ensure consistently high standards of pastoral care and behaviour management overall.
* Under the leadership and guidance of the Head of School, implement and sustain effective systems for management of staff performance, incorporating appraisal systems and targets for all staff, ensuring those for classroom staff relate to pupil achievement.
* To advise and work with the Head of School and the governing body on the formulation of its policies and their implementation to meet the aims and development priorities of the school.
* To ensure the effective operation of systems for quality assurance and appraisal and CPD, ensuring that staff are led, trained and managed to achieve challenging goals.
* Support the Head of School to maximise the contribution of staff in the school and ensure effective working relationships are in place throughout the school.
* Develop successful links with local schools and academies and consider other opportunities to ensure the school’s reputation for excellence and best practice.
* To construct, implement and maintain a clear development programme for pupil premium children and vulnerable children so they make expected progress
* Exemplify high quality relationships with the children, parents and wider local community, the local governing body, The Community Academy Directors.

**Learning and Teaching**

The Assistant Headteacher will:

* Create and maintain an environment which promotes and secures good or better teaching, effective learning, and high standards of achievement, behaviour and a passion for learning.
* To take the lead role monitoring and evaluating standards of behaviour in all pupils across the school, in order to set challenging and realistic targets for achievement.
* Routinely assess, monitor and evaluate in order to identify effective teaching and ensure it is evidenced across the full curriculum with a comprehensive programme of monitoring, evaluation and continuous assessment in place to ensure all pupils particularly pupil premium children make good progress
* Model ‘best practice teaching’ at every opportunity
* To lead and co-ordinate a professional development programme for all staff in maintaining high levels of behaviour to impact on pupil progress and development
* To support the Executive Head developing and implementing the school’s vision for behaviour, building relationships and the development of personalised learning and ensuring curriculum enrichment opportunities are maximised.
* Work with others to develop a rich curriculum that engages all children and sustains effective teaching and learning throughout the school.
* Develop and maintain effective links with wider education institutions and the local community, to extend and enhance the curriculum with economic, social, moral, and cultural experiences
* Establish effective partnerships with parents and carers that support and encourage pupil achievement, personal development and the closing of attainment gaps in specific groups
* Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
* Make certain that pupils and parents/carers are well informed about the curriculum, attainment and progress and also the contribution they make to the school’s achievements and that they have a good understanding of the building relationships strategy.

**Generic Requirements**

The Assistant Headteacher will:

* Undertake any reasonable duty at the request and discretion of the Head of School.
* The post holder will be expected to comply with the Trusts or schools policies and procedures at all times. These include, but are not limited to child protection, equal opportunities, data protection and health and safety.
* In order to do their job, the post holder will be trained and coached in the relevant procedures and policies of the Trust/School. They will be expected to familiarise themselves with the school and policies and to seek advice and guidance from their line manager if required.
* The key tasks listed above are only an indication of the main tasks required to be performed. It is not an exhaustive list of duties and responsibilities and may be subject to amendment to take account of changing circumstances. Any changes will be made following discussion with the post holder.

**Person Specification**

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| **Personal Qualities, Qualifications and Experience** | | **Essential (E)**  **Desirable (D)** | **Application (A)**  **Interview Process (I)** |
| **Qualifications and training** | | | |
| **1** | Honours degree or equivalent | E | A |
| **2** | Qualified teacher status | E | A |
| **3** | Relevant higher degree or equivalent | D | A |
| **4** | Evidence of continuous professional development relating to school leadership and management and curriculum/teaching and learning | E/D | A |
| **Shaping the future** | | | |
| **1** | Substantial, successful teaching experience | E | A/I |
| **2** | Successful recent strategic leadership experience likely to have been gained as a Senior Leader of a primary school | D | A/I |
| **3** | Successful experience of raising standards for all with measurable positive outcomes | E | A/I |
| **4** | Proven track record of managing successful school self-evaluation and accountability and the school improvement process | E | A/I |
| **5** | Proven track record in leading and managing staff including building and contributing to the development of a successful team, delegating effectively and implementing and managing change | E | A/I |
| **6** | Has experience of supporting the creation staffing models which build the organisation, and encourage individual staff to grow and realise the potential for all pupils | E | A |
| **7** | Experience of working in collaboration and/or partnership with local and/or Hub governors, internal and external stakeholders, other educational bodies and the wider community to develop positive relationships and achieve strategic objectives | E | A/I |
| **8** | Experience of leading staff in developing relationships with pupils with a particular focus on creating a successful culture of behavioural strategies. | E | A/I |
| **9** | Experience of effective leadership in aspects of collaborative work with parents and families and building communities | E | A/I |
| **10** | Evidence of well-developed skills in performance management, recognising high performance, tackling under-performance through to resolution and supporting continuous professional development of colleagues | E | A/I |
| **11** | In-depth knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures which promote emotional health and well-being | E | A |
| **12** | A commitment to and evidence of promoting diversity and equal opportunities within the school curriculum and employment practices | E | A |
| **13** | An understanding of the requirements and a willingness to provide for pupil premium children and vulnerable children | E |  |
| **14** | ICT skills which are up to date, relevant to the post and congruent with MAT systems. | E | A |
| **Leading teaching and learning** | | | |
| **1** | A proven track record of ensuring the highest possible standards in teaching and learning with the ability to model excellent classroom practice | E | A/I |
| **2** | Sustained experience of managing, monitoring and evaluating student progress through robust data analysis to translate information into assessment for learning and effective intervention strategies | E | A/I |
| **3** | Successful experience of positive behaviour management, through the implementation of student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding | E | A/I |
| **4** | Experience of sustaining positive outcomes and improved life chances for all pupils particularly pupil premium children | E | A |
| **5** | Successful experience of outstanding curriculum development | E | A/I |
| **6** | Successful involvement in staff recruitment, appointment, induction and retaining staff | D | A/I |
| **7** | Experience of delivering excellence through a broad and balanced curriculum within a primary setting | E | A/I |
| **Personal Qualities** | | | |
| **1** | Is passionate about creating a rich inclusive learning environment where every individual member of the school community is known and valued | E | A/I |
| **2** | Is committed to leading the development of a distinctive community school | E | A/I |
| **3** | Is able to demonstrate creative and innovative thinking with evidence of recent success | E | A/I |
| **4** | Has high expectations and personal integrity with the ability to promote and sustain the values culture and ethos of Community Academies Trust | E | I |
| **5** | Is articulate and approachable with excellent interpersonal communication skills both in conversation and in writing | E | I |
| **6** | Can articulate the vision to inspire, motivate, encourage and support staff by creating a culture of aspiration and high expectations | E | I |
| **7** | Is able to prioritise and demonstrate personal organisation, time management and strong leadership skills especially under pressure | E | I |
| **8** | Is an outstanding, reflective practitioner who demonstrates evidence of learning from experience | E | I |
| **9** | Has high expectations for pupils’ learning and achievement through creating an aspirational culture | E | I |