**Job Description & Person Specification**

**Assistant Headteacher**

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 a headteacher.

**The role of the Assistant head**

The Assistant Head working in support of the Headteacher , occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. Their values and ambitions determine the achievements of schools. Working in support of the headteacher, they are accountable for the education of current and future generations of children. The Assistant Head, working in support of the Head teacher will ensure that their leadership demonstrates commitment to promoting and developing the search for excellence in all areas of its work.

Their leadership has a decisive impact on the quality of teaching and pupils’ achievements in the classrooms. The Assistant Head supports the head teacher, leading the school community in promoting positive attitudes to learning amongst pupils and staff.

Assistant Heads lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. In support of the Head teacher they secure a climate for exemplary behaviour of pupils.

**Duties and Responsibilities**

**Qualities and knowledge**

Under the direction of the Headteacher:

• Support with the day to day management of the school

• Communicate the school’s vision compellingly and support strategic leadership

• Lead by example, holding and articulating clear values and moral purpose and focusing on providing excellent education for all pupils

• Build positive relationships with all members of the school community, showing positive attitudes to them

• Keep up to date with developments in education and have a good knowledge of education systems locally, nationally and globally

• Work with political and financial astuteness, translating policy into the school’s context

• Seek training and continuing professional development to meet own needs.

**Pupils and staff**

Under the direction of the Headteacher:

• Teaching commitment up to 3 days teaching a week

* Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes

• Ensure excellent teaching in the school, including through training and development for staff

• Establish a culture of ‘open classrooms’ as a basis for sharing best practice

• Create an ethos within which all staff are motivated and supported to develop their skills and knowledge

• Identify emerging talents, coaching current and aspiring leaders

• Hold all staff to account for their professional conduct and practice .

**Systems and processes**

Under the direction of the Headteacher:

• Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose

• Provide a safe, calm and well-ordered environment for all pupils and staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.

• Work with the Governing Body as appropriate

• Support strategic, curriculum led financial planning to ensure effective use of budgets and resources

• Support distribution of leadership throughout the school.

**The self improving school system**

Under the direction of the Headteacher:

• Create an outward facing school which works with other schools and organisations to secure excellent outcomes for all pupils with accountability for the work of the Teaching School.

* To remain well informed regarding national developments in Teaching Schools and Self Improving School Systems
* To evaluate the Key Performance Indicators and complete of necessary paperwork for the National College related to Teaching School work

• Develop effective relationships with fellow professionals as part of Teaching School work

• Model innovative approaches to school improvement and leadership

• Inspire and influence others to believe in the fundamental importance of education

in young people’s lives and to promote the value of education.

**Other areas of responsibility: Outcomes for disadvantaged pupils.**

• To promote a culture of achievement for all across the school; setting high expectations for all pupils and working with staff to diminish the difference in performance between disadvantaged pupils and their peers.

• Track and monitor the progress made by pupils who are eligible for pupil premium funding.

• Attend Pupil Progress Meetings

• Work with other staff in analysing the progress made by disadvantaged children across the school, identifying where children are making slow progress or falling behind and deploying staff and resources to enable children to make rapid progress.

• Analyse the impact of different interventions and provide reports for governors and SLT on the impact of Pupil Premium Funding on outcomes for disadvantaged pupils.

• Work with the School Business Manager and Headteacher in developing and publishing the school’s Pupil Premium Strategy and analysing its impact.

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| *Person Specification – Assistant Headteacher*  *This person specification is related to the requirements of the post as determined by the job description.*  *Short-listing is carried out on the basis of how well you meet the requirements of the person specification.*  *You should refer to these requirements when completing your application.* | |
| *Description Shortlisting*  *Professional Qualifications*  *1. Qualified Teacher Status* | **E** |
| *2. First Degree or Equivalent* | ***E*** |
| *3. Evidence of further professional development* | ***E*** |
| *Knowledge & Understanding* |  |
| *Substantial primary teaching experience* | ***E*** |
| *5. Experience of whole-school curriculum management leading to school improvement* | ***E*** |
| *6. Excellent classroom practitioner* | ***E*** |
| *7. A strong commitment to inclusion with high expectations for all learners* | ***E*** |
| *8. Highly successful experience of leading and managing whole school developments in a*  *number of areas regarding teaching & learning and raising standards of attainment and*  *achievement across the school* | ***E*** |
| *9. Able to talk about characteristics of effective primary teaching and learning strategies*  *used to raise pupil attainment and achievement* | ***E*** |
| *10. Good understanding and use of assessment, including target setting and tracking* | ***E*** |
| *11. Understanding of effective techniques and policies for behaviour management E* | ***E*** |
| *12. Knowledge and experience of up to date developments in ICT for teaching and management purposes* | ***D*** |
| *13. A good understanding of the requirements of transition between key stages* | ***D*** |
| *Leadership and Management*  *14. Senior leadership and management experience* | ***E*** |
| *14a.An understanding of the role teaching schools play in school improvement* | ***E*** |
| *15. A good understanding of whole school issues* | ***E*** |
| *15a. Understanding of ITT* |  |
| *16. Experience of planning for change, development and improvement* | ***E*** |
| *17. The ability to set high and clear expectations, to hold others accountable for*  *performance and the contributions they make to the school community* | ***E*** |
| *18. Ability to set & meet challenging targets, for pupils and the school, and to enable others to do this* | ***E*** |
| *19. Ability to analyse, prioritise and meet deadlines* | ***E*** |
| *21. Experience of whole school self review and evaluation* | ***E*** |
| *20. Experience of conducting staff induction, mentoring and performance management* | ***E*** |
| *22. Knowledge of the role of Governors* | ***D*** |
| *23. Able to demonstrate leadership qualities and people management skills* | ***E*** |
| *24. Able to motivate, promote good relationships and effectively communicate with all*  *stakeholders* | ***E*** |
| *25. Experience of having led whole school initiatives* | ***E*** |
| *26. Commitment to supporting community/external agencies involvement in school* | ***E*** |
| *27. Commitment to safeguarding and promoting the welfare of children* | ***E*** |
| *28. Experience of liaising with other schools, organising training* | ***E*** |
| *29.Experience of Delivering training to colleagues* |  |
| *Personal Qualities*  *30. Creative, enthusiastic and proactive, keen to embrace new ideas, challenges and take risks.* | ***E*** |
| *31. Approachable, caring and empathetic* | ***E*** |
| *30. Works well as part of a team* | ***E*** |
| *31. Flexible, listens and is prepared to seek advice and support* | ***E*** |
| *32. Demonstrates a concern for the values and spiritual, moral and social aspects of the wider curriculum.* | ***E*** |
| *33. Committed to continuing professional development for self and others sometimes leading training opportunities.* | ***E*** |
| *34. Committed to active parental involvement* | ***E*** |
| *35. Able to deal sensitively with people and resolve conflict* | ***E*** |
| *36. Prepared to step outside your comfort zone* | ***E*** |