

## Job Description

Role: **Assistant Headteacher**

Salary Range: **L4-L8**

### Core Responsibilities

- Undertake the duties of a teacher as specified by the most recent School Teachers' Pay and Conditions Document (STPCD).
- Lead teaching and learning as a lead teacher, working with teachers across the school to improve their practice through team teaching, modelling lessons and leading staff INSET.
- Be an inspirational and outstanding practitioner, working within a team to support the development of the academy's vision for educational excellence.
- Work with Senior Leadership Teams to promote the agreed vision of STEP Academy Trust, taking a lead role in the strategic development and delivery of the school's mission and values.
- Work with Senior Leadership Teams to develop teaching and learning.
- Within your team, be responsible for tracking attainment and progress, line managing staff, supporting teachers in developing their practice and leading CPD staff meetings as appropriate.
- Work with Senior Leadership Teams to implement policies and procedures ensuring the health and safety of pupils, staff, parents and members of the wider community.
- Lead an area of priority on the Academy Improvement Plan.
- Be responsible for line managing staff within your team, including supporting them in managing budgets.
- To lead in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for all pupils including those with Special Educational Needs, including:
  - To be responsible for the education and pastoral needs of pupils To assist the Head of School in the organisation, management and development of the school, carrying out specific duties including responsibility for the inclusion agenda and all pupils who fall within this area (SEND, EAL, EMA, PPG)
  - Lead, develop and manage inclusive practice throughout the school

- *Promote a culture of inclusion within the school community where all views are valued and taken account of.*
- *Have responsibility for the school's SEND and Inclusion policy, its development, implementation and evaluation.*
- *Undertake any professional duties that might be delegated by Executive Leads or Headteachers.*

### **Other duties**

- *Keep the Senior Leadership Team informed of issues arising / affecting the staff and wider school community.*
- *Report to the Academy Committee as required.*
- *Assist the Senior Leaders in the recruitment and appointment of new staff.*
- *Deputise in the absence of the Head of School in all aspects of school management.*
- *Act as team leader in the appraisal of teachers and/or teaching assistants in accordance with the school Performance Management Policy.*

### **Leading and developing others**

- *Generate an atmosphere of focus, drive and high expectations based on your own practice. Be a strong role model.*
- *Advise and support, and hold to account, teachers and leaders in your team.*
- *Ensure agreed structures and policies are observed by all members of the team.*
- *Assume responsibility for discipline within the phase, meeting parents where appropriate.*
- *Coordinate and chair team weekly phase meetings (keeping minutes).*
- *Monitor planning on a regular basis to ensure it effectively meets the needs of the children.*
- *Regularly monitor the marking of children's books, ensuring high expectations are maintained and school procedures are followed.*
- *Monitor and moderate the assessments of teachers in your team providing written and/or verbal feedback e.g. termly writing samples.*
- *Support teachers in the writing of APDRs and monitor children's progress towards achieving agreed targets.*
- *Agree and regularly review challenging pupil and class targets with teachers in your team.*
- *Coordinate formal assessments e.g. SATs, EYFS Profiles and Optional SATs; analyse and present data.*
- *Evaluate standards across the phase, assess progress and identify areas of weakness*
- *Prepare written reports for the Academy Committee when required.*
- *Provide good, clear information for parents.*

- *Oversee the organisation of class trips, journeys and productions, including risk assessments.*
- *Keep notes on matters relating to the team including: meetings with staff, interactions with parents and incidents involving children. Notes should be dated and outline key points.*
- *Proof read end of year reports within your phase, ensuring high standards of written English.*

### **General**

- *Promote the agreed vision of STEP Academy Trust.*
- *Be committed to raising standards of achievement.*
- *Provide a safe, welcoming, organised, creative and interesting learning environment.*
- *Be aware that each child has a right to equal opportunities and equal access to the curriculum.*
- *Implement all the policies agreed by STEP Academy Trust.*
- *Maintain high expectations and insist the children always produce their best.*
- *Maintain good order and discipline among the pupils when they are in school and engaged in school activities elsewhere.*
- *Be sensitive to the linguistic, cultural and ethnic backgrounds of the children and show an awareness of gender and class issues.*
- *Work collaboratively with colleagues in a team, setting high professional standards.*
- *Take an active part in the life of the school.*

### **Evaluation, Assessment and Record Keeping**

- *Assess, record and report on the development, progress and attainment of pupils as defined in agreed policies.*
- *Communicate and consult with pupils, colleagues, parents/carers and outside agencies as appropriate.*
- *Mark work, providing regular feedback, according to the agreed Feedback Policy.*
- *Set regular ambitious yet achievable targets for the children.*

### **Other Responsibilities**

- *Participate in scheduled meetings, including a weekly team meeting and daily morning meeting.*

- Participate in duty rosters, including taking assemblies, lunch and playtime duties.
- Participate in the school's arrangements for appraisal and other professional development activities.
- Facilitate the training of students as required.
- Safeguard the health and safety of all children.

**Position: Assistant Headteacher Person Specification**

| <b>Qualifications and Experience</b> |   |   |                    |                  |                           |
|--------------------------------------|---|---|--------------------|------------------|---------------------------|
| <b>Essential</b>                     |   | <b>Desirable</b>  | <i>Application</i> | <i>Interview</i> | <i>Task / Observation</i> |
| 1                                    | DFE recognised Qualified Teacher Status, and recent and relevant CPD.                 | A willingness to participate in further leadership training | ✓                  | ✓                |                           |
| 2                                    | At least 2 years recent and relevant leadership experience in a primary school.       |   | ✓                  | ✓                |                           |
| 3                                    | Record of outstanding classroom practice with at least 4 years teaching experience.   | Experience teaching across the year groups.                 | ✓                  | ✓                |                           |
| 4                                    | Evidence of successful curriculum leadership.   | Experience of leading a core curriculum area.               | ✓                  | ✓                | ✓                         |
| 5                                    | Proven track record of raising standards and meeting challenging targets.             | Achievement of high EYFS/KS1 and/or KS2 SATs results.       | ✓                  | ✓                |                           |
| 6                                    | Experience of leading and managing a team, and of performance management.             |   | ✓                  | ✓                |                           |
| 7                                    | Recent relevant training including the NASENCO or a willingness to work towards this. |   | ✓                  | ✓                |                           |

| <b>Abilities and Skills</b> |  |                  |                    |                  |                           |
|-----------------------------|--|------------------|--------------------|------------------|---------------------------|
| <b>Essential</b>            |  | <b>Desirable</b> | <i>Application</i> | <i>Interview</i> | <i>Task / Observation</i> |
| 7                           | Ability to communicate effectively with all members of the school community. |                  | ✓                  | ✓                | ✓                         |

|    |  |  |   |   |   |
|----|--|--|---|---|---|
| 8  | <i>Ability to lead and manage an effective team, challenging and developing staff and pupils.</i>        |  | ✓ | ✓ |   |
| 9  | <i>Effective behaviour management skills; able to coach others to develop their skills in this area.</i> |  | ✓ | ✓ |   |
| 10 | <i>Ability to lead, motivate and inspire others and to promote a positive school ethos.</i>              |  | ✓ | ✓ |   |
| 11 | <i>Ability to accurately grade lessons, identify targets and support teacher development.</i>            |  | ✓ | ✓ | ✓ |
| 12 | <i>Ability to identify and implement successful inclusion strategies for all children</i>                |  | ✓ | ✓ | ✓ |
| 13 | <i>Ability to work effectively with vulnerable families in a proactive and supportive way.</i>           |  | ✓ | ✓ |   |
| 14 | <i>Ability to plan, organise and prioritise work in order to meet deadlines.</i>                         |  | ✓ | ✓ |   |

### **Knowledge and Understanding**

| <b>Essential</b> |  | <b>Desirable</b> | <i>Application</i> | <i>Interview</i> | <i>Task / Observation</i> |
|------------------|--|------------------|--------------------|------------------|---------------------------|
| 14               | <i>Able to analyse, interpret and respond to school performance data, identifying areas for improvement.</i>                 |                  | ✓                  | ✓                | ✓                         |
| 15               | <i>Excellent understanding of curriculum and pedagogical issues, including recent developments within the primary phase.</i> |                  | ✓                  | ✓                |                           |
| 16               | <i>Understanding of statutory and non-statutory primary frameworks.</i>  |                  | ✓                  | ✓                |                           |
| 17               | <i>Understanding of innovative and creative strategies that enable children to make excellent progress.</i>                  |                  |                    | ✓                | ✓                         |
| 18               | <i>Thorough understanding of and commitment to equality of opportunity</i>   |                  | ✓                  | ✓                |                           |
| 19               | <i>Knowledge of safeguarding and child protection issues.</i>  |                  | ✓                  | ✓                |                           |

### **Personal skills and attributes**

| <b>Essential</b> |   | <b>Desirable</b> | <i>Application</i> | <i>Interview</i> | <i>Task / Observation</i> |
|------------------|---|------------------|--------------------|------------------|---------------------------|
| 20               | <i>Able to demonstrate resilience, and willing to face new challenges with enthusiasm and positivity.</i>         |                  | ✓                  | ✓                | ✓                         |
| 21               | <i>Ability to work independently and on own initiative; take responsibility for own professional development.</i> |                  | ✓                  | ✓                |                           |
| 22               | <i>Work effectively with parents and the wider community.</i>   |                  | ✓                  | ✓                |                           |

Name:.....,

Date:.....