Job Description

Post Title :	Assistant Head Teacher
Grade :	Leadership : 1 - 5
Responsible to:	Headteacher
Staff Supervised :	Teaching Staff
Responsible for :	A key stage

Status of Post:

This is a senior post within the school's staffing structure, which carries with it membership of the Leadership Group. This post holder is accountable to the Headteacher. As SLT, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfill any reasonable expectations from the Head Teacher.

Job Purpose:

To support the headteacher's overall vision for leadership, development and management of the teaching and learning of all pupils; to have a teaching responsibility and be able to teach in both key stages; to take a leading role in the monitoring and evaluation of standards across the whole school and to be a leading professional, actively promoting effective teaching and learning practices across the school. The post will require you to work in partnership with the headteacher, governors and staff to ensure the continuous improvement of the school.

Reporting to:

The postholder is responsible and accountable to the headteacher in all matters. The postholder is also expected to interact with and lead colleagues on a professional level in order to promote a mutual understanding of the school's vision and values.

Health and Safety Statement:

So far as is reasonably practicable, the AHT must ensure that safe working practices are adopted by employees and in all premises/work areas, to maintain a safe working environment for employees and service users. These are defined in the Corporate and school Health and Safety policies.

Main Expectations of the Role

The AHT will play a major role under the overall direction of the headteacher in;

- Formulating the aims and objectives of the school
- Establishing the policies through which they should be achieved
- Managing staff and resources to that end
- Monitoring progress towards their achievement.

1. Organisation

- To assist the headteacher in the day to day running of the school ensuring all personnel are well informed and have all the information they need in order to carry out their professional duties effectively
- To assist the headteacher in the deployment of staff, making necessary arrangements to cover for absent teachers.

2. Shaping the Future

- Support the headteacher and Governors in promoting and developing a vision for the future of the school; demonstrating inspirational leadership and creativity

- Play a significant role in school improvement planning, taking account of the agreed priorities of the school and reflecting specifically on personal areas of responsibility
- Contribute to the identification of key areas of strength and weakness in the school with detailed reflection on day to day working knowledge of the school's policies and practices
- Exemplify the application of agreed policies, priorities and expectations, so as to set a good example to other colleagues
- Develop and enhance a culture of teamwork, in which views of members of the school community are valued and taken into account
- Contribute to the self-evaluation of the school

3. Leading Learning and Teaching

- Maintain a high profile as an example of best and leading practice within the classroom and foster the high expectations to which the school aspires.
- Support the development of effective timetabling, which meets and responds to the needs of pupils within the statutory frameworks and the resources available.
- Be involved in the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted.
- Through liaison and guidance, work closely with curriculum leaders to ensure the best learning opportunities for children.
- Actively include pupils to further enhance their learning opportunities and personal development.
- To advise on teaching and learning strategies and to implement strategies to support teacher development
- Devise and implement coaching and mentoring sessions across the school between staff
- Implement strategies to promote high standards of behaviour.
- Seek to develop and enhance a broad and rich curriculum which meets the needs of the range of pupils in the school.
- Monitor and evaluate outcomes achieved from classroom practice.
- Take a role in the development of quality and manageable assessment practices.
- Be involved in collaborative projects, such as 'TELTSA Partnerships'

4. Subject Specific Responsibilities

4a. Curriculum

- To devise a curriculum that has clear educational purpose, recognising the particular needs of our children and the community, but at its heart, provides the fundamental knowledge and skills required for further educational success
- To provide a broad and balanced curriculum which is relevant, well-resourced and differentiated, whilst delivering the requirements of the National Curriculum
- To ensure a curriculum is delivered with imagination and innovation, in which key skills and knowledge are taught with clarity and depth
- To ensure the curriculum stimulates, inspires and provokes deep thinking within children's young minds, using real experiences that provide meaning for all
- To be an excellent classroom practitioner, acting as a role model for quality first teaching and learning (teaching across the school as necessary)
- To keep abreast of local and national initiatives, analysing their impact and where appropriate lead strategically on implementing them within the school

4b. Curriculum Co-ordination

- The AHT Curriculum will be accountable for proactively developing and supporting all curriculum post-holders, process, policy, system or activity that promotes the raising of attainment and achievement
- To lead, guide, support and motivate staff

5. Developing self and managing others

- Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and promote safeguarding to ensure the welfare of children and young people is paramount.
- Make a distinctive contribution to the wider school team and continued development of Ben Jonson.
- Contribute to the development of collaborative approaches to learning within the school and beyond.
- Monitor the effectiveness of colleagues' teaching and wider professional impact and report the evaluation to the headteacher.
- Lead, manage and organise meetings as appropriate in support of the schools' aims.
- Set high expectations for your own performance and that of others.
- Engage in relevant professional development activity as necessary.

6. Managing the organisation

- Manage the day to day activities of the delegated areas of responsibility to ensure the school meets statutory requirements in a highly effective and efficient manner.
- Develop action plans in specified areas of responsibility, in order to bring about improvements.
- Contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities.
- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the pupils and value for money.
- Ensure that equal opportunities for pupils and staff are effectively promoted.

7. Securing Accountability

- Work alongside the headeacher to secure improvement through Appraisal; take responsibility for the Appraisal of identified staff
- Support staff in understanding their own accountability, and develop approaches to its review and evaluation.
- To work alongside the Headteacher to use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes and identify priorities for the school improvement plan.
- Contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary.

8. Strengthening Community

- Support the development of the school within the community; strengthening partnerships with other schools and services thus enhancing community cohesion.
- Respond to an understanding of the diversity of the school community.
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice.
- Evaluate and enhance the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community.
- Promote and model good relationships with parents, which are based on partnerships to support and improve pupils' achievement, involving parents as true partners in the education of their children.
- To ensure that parents are well informed about all matters relating to the curriculum of their children.
- To meet individual parents if necessary giving them support and advice.

9. Performance Measures

- Appraisal will be based on the responsibilities listed above and judgements will be made against these as part of the school's Appraisal cycle.

10. Pupil progress

- Demonstrate that, as a result of their teaching, pupils achieve well relative to prior attainment, making progress as good or better than similar pupils nationally. (This should be shown in marks or grades in

any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken.)

11. Professional Characteristics

- demonstrate that they are an effective professional who challenges and supports all pupils to do their best through:
- inspiring trust and confidence,
- building team commitment,
- engaging and motivating pupils,
- analytical thinking,
- taking positive action to improve the quality of pupils' learning.

12. Safeguarding Children

- To work closely with the headteacher and other members of the Senior Leadership Team to ensure policies and procedures related to child protection are enacted.

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS Clearance.

ORGANISATIONAL DETAILS

The post holder will be line managed and appraised by: The Headteacher.

The above job description was agreed on …… (Date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual performance process.

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Signed by (Postholder)

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Signed by (Headteacher)

PERSON SPECIFICATION FOR ASSISTANT HEAD TEACHER		
Essential	Desirable	Evidence
Qualifications • Qualified Teacher Status • Educated to degree level	• Evidence of personal commitment to continuous professional development • Leadership course attendance within past two years	• Application form
Experience • Successful teaching experience for a minimum of five years • Teaching across KS2 and in year 6 • Evidence of excellent class teaching to provide a model of good practice for others. • Evidence of good organisational skills. • Understanding of how children learn in a high achieving and successful school • Responsibility for leading a subject across the school • Building and sustaining effective working relationships with staff, governors and parents in the wider community • The ability to deliver effective in-service training.	• Former responsibility at phase or whole school level for raising standards • Experience of leading teams to achieve a specific outcome for children • Evidence of the development of policy or curriculum schemes of work • Knowledge and understanding of the factors which support high attainment in school for all children. • Experience of initiating and leading new developments in education. • Successful teaching experience in more than one phase with an outstanding or good evaluation • Evidence of the ability to work as a team and to manage staff effectively. • Experience carrying out performance reviews	• Application form • Selection day • Interview
Knowledge and Skills • Evidence of strong professional subject knowledge • Understanding of New OFSTED framework regarding learning and teaching and leadership and management. • Ability to plan lessons effectively for all pupils in a class setting with clear learning intentions and differentiating tasks and ability to demonstrate best practice to colleagues • Knowledge and understanding of positive behaviour strategies and dealing with specific behavioral issues • Ability to coach and mentor individuals to achieve specific outcomes • Ability to challenge and inspire colleagues • Strong ICT skills including use of interactive whiteboard for teaching • Clear understanding and commitment to safeguarding procedures • Ability to analyse data and pinpoint key issues in order to inform staff of the way forward	• An understanding of the skills and attributes involved in effective leadership • Evidenced experience of raising standards within key whole schools priorities • Knowledge of recent developments in education. • Evidence of understanding of strategic management in a large school • An understanding of/and experience of working towards whole school awards e.g. Eco Schools, Healthy Schools /International School Award • Evidence of the ability to take ownership of whole school issues and participation in the leadership and management of the school. • Understanding of use of data to raise standards • Evidence of experience of and a commitment to the involvement of parents and carers in the learning process. • Knowledge and experience of monitoring and evaluating the curriculum, learning and teaching.	• Application form • Selection day • Interview

• Knowledge and understanding of the effective inclusion of all children. • Evidence of a commitment to equal opportunities.		
Personal Qualities • To relish challenge and perform efficiently in this significant key role • Ability to take responsibility for others' performance • To be able to lead by example • Tenacity and commitment while working under pressure • Ability to think strategically • Ability to organise, prioritise and delegate • The ability to synthesise information quickly and effectively whilst maintaining an intensive workload • Ability to manage time effectively and work to deadlines • Good team player • Ability to enthuse and motivate Others Ability to manage work load • Good communication skills both orally and in writing	• A commitment to providing extra-curricular activities and an understanding of its impact upon school ethos	• Application form • Selection day • interview
Other • Commitment to inclusive practice • Commitment to pupils • Good attendance and punctuality • Record	• Governance experience/involvement with governors	• Application form • Interview
Evidence may be required to validate statements provided		