# JOB DESCRIPTION

Plaistow Primary School and Children's Centre

**Post:** Assistant Headteacher - Phase Leader and English Leader

**Salary:** Leadership group: L6 – L10

**Line manager:** Headteacher

**Other:** Full-time

**Section 1 - Job Purpose and Accountability**

In addition to carrying out the professional duties of a school teacher (as described in the School Teachers' Pay and Conditions Document 2012) the Assistant Headteacher will lead a key phase or team and be responsible for:

- raising standards and ensuring good progress and achievement of individuals and groups of pupils in their key phase or team;
- providing professional challenge and support to ensure that the quality of teaching and learning is at least good or better across their key phase or team;
- having overall responsibility for the personal development and well-being of all the pupils in their key phase/team and contribute to those across the school;
- monitoring, evaluating and reviewing aspects of teaching and learning in accordance with the school's agreed policy and protocols;
- providing guidance on the curriculum organisation and planning, assessment and enrichment activities to team members;
- providing induction and support with performance management, and;
- carrying out other particular duties as assigned by the Headteacher to ensure the effective running of the school and good achievement of all pupils.

The Assistant Headteacher will oversee the work of 1 or 2 subject leaders as assigned by the Headteacher and may also be required to lead a subject or an area of learning and development.

The Assistant Headteacher will be an effective member of the School Leadership Team (SLT) and will play a major role under the overall direction of the Headteacher in:

- formulating the aims and objectives of the school;
- identifying key priorities and formulating strategic plans;
- establishing the policies through which they shall be achieved;
- managing staff and resources to that end, and;
- monitoring progress towards their achievement.

The post holder will also undertake any professional duties of the Headteacher reasonably delegated to the post-holder by the Headteacher.

## Section 2 – Key Leadership and Management Qualities

The key leadership behaviours that contribute to success at this level are:

| | |
|---|---|
| *Self-Awareness*<br>Emotional Self-Awareness<br>Accurate Self-Assessment<br>Self-Confidence | *Social Awareness*<br>Empathy<br>Organisational Awareness<br>Service Awareness |
| *Self-Management*<br>Emotional Self-Control<br>Transparency<br>Adaptability<br>Achievement orientation<br>Initiative<br>Optimism | *Relationship Management*<br>Developing Others<br>Inspirational Leadership<br>Change Catalyst<br>Influence<br>Conflict Management<br>Teamwork and collaboration |

## Section 3 – Performance Management

Demonstrate a thorough and up-to-date knowledge of learning and teaching and take account of wider curriculum developments which are relevant to raising standards across the school.

Consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs. The post-holder will have a teaching commitment of 60 % of teaching time during the week. This will be reviewed in accordance with the needs of the school.

Demonstrate and be a model of an effective professional who challenges and supports all individuals and groups of 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
- providing a role model for teaching and learning

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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 any proposed amendments. It will be reviewed as part of the annual performance management process.

Signature of the Post-holder: ……

Signature of Team Leader: ……

# The Emotional Intelligence Competencies @ Plaistow School

| SELF-AWARENESS | SOCIAL AWARENESS |
|---|---|
| Emotional Self-Awareness:<br>Recognising how our emotions affect our performance. | Empathy:<br>Sensing others' feelings and perspectives, and taking an active interest in their concerns. |
| Aware of own feelings and triggers<br>Understands implications of own emotions<br>Has emotional insight | Listens<br>Reads non-verbal clues<br>Open to diversity and sees others' perspectives |
| Accurate Self-Assessment:<br>Knowing one's own inner resources, abilities and limits. | Organisational Awareness:<br>Reading a group's emotional currents and power relationships |
| Aware of own strengths and limits, open to feedback<br>Has a sense of humour about oneself<br>Solicits honest critiques | Understands informal structure, climate and culture<br>Understands organisational politics and underlying issues |
| Self-Confidence:<br>A strong sense of one's self-worth and capabilities. | Service Orientation:<br>Anticipating, recognising and meeting clients' needs. |
| Is confident in job capability and has belief in oneself<br>Is self assured and has presence | Makes self available and monitors satisfaction<br>Takes personal responsibility and matches needs |

| SELF-MANAGEMENT | RELATIONSHIP MANAGEMENT |
|---|---|
| Emotional Self-Control:<br>Keeping disruptive emotions and impulses in check. | Developing Others:<br>Sensing others' development needs and bolstering their abilities. |
| Shows restraint and has patience<br>Responds calmly<br>Stays composed and positive | Recognises strengths and is able to provides support<br>Gives constructive feedback<br>Acts as a mentor |
| Transparency:<br>Maintaining integrity, acting congruently with ones values. | Inspirational Leadership:<br>Inspiring and guiding individuals and groups. |
| Keeps promises and brings up ethical concerns<br>Publicly admits to mistakes<br>Acts on values | Leads by example<br>Stimulates enthusiasm and inspires others<br>Communicates a compelling vision |
| Adaptability:<br>Flexibility in handling change. | Change Catalyst:<br>Initiating or managing change. |
| Open to new ideas and adapts to situations<br>Handles unexpected demands and changes | Defines general need for change<br>Acts to support change and personally leads change |
| Achievement Orientation:<br>Striving to improve or meeting a standard of excellence. | Influence:<br>Having impact on others. |
| Improves performance by setting challenging goals<br>Anticipates obstacles and takes calculated risks | Engages audience anticipates impact of actions or words<br>Uses indirect influence and Develops support |
| Initiative:<br>Readiness to act on opportunities. | Conflict Management:<br>Negotiating and resolving conflict. |
| Addresses current opportunities/seeks information<br>Makes extra efforts and initiates action for the future | Airs disagreements but maintains objectivity<br>Addresses conflict and orchestrates win-win solutions |
| Optimism:<br>Persistence in pursuing goals despite obstacles and setbacks. | Teamwork & Collaboration:<br>Working with others towards a shared goal. Creating group synergy in pursuing collective goals. |
| Has positive expectations and is optimistic<br>Is resilient and learns from setbacks | Co-operates and solicits input<br>Encourages others and builds bonds |

# PERSON SPECIFICATION & **SELECTION CRITERIA**

Plaistow Primary School and Children's Centre

**Keys:**

E = essential; D = desirable; EB = evidence base;
A = application R = reference I = interview & task

| | **Qualifications** | **E** | **D** | **EB** |
|---|---|---|---|---|
| 1 | Qualified teacher status for primary phase | ✓ | | A |
| 2 | Recognised degree or specialism in a core subject | | ✓ | |
| 3 | Higher degree in curriculum development or school improvement | | ✓ | |
| 4 | Recognised, relevant training to the post | | ✓ | |
| 5 | Professional development focused on school improvement | ✓ | | |

| | **Experience of teaching, school management skills & professional qualities** | **E** | **D** | **EB** |
|---|---|---|---|---|
| 1 | A track record of good and outstanding teaching across the primary phase | ✓ | | A, R & I |
| 2 | A role model of good teaching and behaviour management within and beyond the classroom | ✓ | | |
| 3 | To have had at least three years' experience at a middle leadership level in a primary school or equivalent | ✓ | | |
| 4 | Evidence of involvement in successful whole school curriculum development | ✓ | | |
| 5 | Experience of leading effective teams, using a range of management styles | | ✓ | |
| 6 | Good knowledge and understanding of legislation and ongoing developments in education at local and national level | | ✓ | |
| 7 | Proven ability to bring about improvement in the quality of teaching and learning across a curriculum area that results in improved outcomes for pupils | ✓ | | |
| 8 | Experience of using ICT effectively and innovatively to improve the quality of teaching and learning | | ✓ | |
| 9 | Excellent communication skills | ✓ | | |
| 10 | Experience of contributing to the wider aspects of the school | | ✓ | |

| | **Leadership & personal qualities** | **E** | **D** | **EB** |
|---|---|---|---|---|
| 1 | Ability to build and maintain effective relationship with pupils, parents, colleagues and other key stakeholders | ✓ | | A, R & I |
| 2 | Ability to work in a team, enthusiastically and deliver stated aims and vision | ✓ | | |
| 3 | Ability to use comparative data and information about pupils' attainment to set targets and raise standards | ✓ | | |
| 4 | Ability to manage and defuse conflicts | | ✓ | |
| 5 | Ability to prioritise, plan, manage time effectively and organise self and others | ✓ | | |
| 6 | A strong sense of professionalism, commitment to upholding standards and setting an appropriate example | ✓ | | |
| 7 | Integrity, loyalty, enthusiasm and dynamism | ✓ | | |
| 8 | Good understanding about the needs of children served by inner-city London schools | | ✓ | |
| 9 | Good understanding of the challenges faced by inner-city schools | | ✓ | |