

JOB DESCRIPTION

SCHOOL: Trust Primary Schools

JOB TITLE: Assistant Head of School

GRADE

Leadership 1-7

REPORTING TO: Head of School

DATE PREPARED: May 2022

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Academy's Equal Opportunities in Employment Policy.

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 Head of School. 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 fulfil any reasonable expectations from the Head of School.

The postholder will be expected to undertake duties in line with the Teaching Standards 2012 (updated December 2021)

(N.B. In allocating time to the performance of duties and responsibilities, an Assistant Head of School is not subject to Directed Time considerations but is entitled to a daily break of reasonable length in the course of each school day.)

Job purpose:

- In the pursuit of excellence work collaboratively with the Head of School, senior managers and in communicating high expectations, vision, drive, enthusiasm and determination
- To be an ambassador, champion and representative of the school in the wider community and with partner agencies
- To lead and inspire staff and pupils so that all groups of learners secure the highest possible standards of achievement
- To lead, manage, develop and evaluate subject(s) / aspect(s) throughout the school
- Uphold and promote the school's approach to developing positive behaviour
- To maintain a consistently high learning environment throughout the school which supports and promotes effective learning
- Play a key role in the wider life of the school
- To lead, manage and develop a specific curriculum area around the school e.g Literacy, Numeracy, Science and ICT, PSHE.
- To lead pastoral and inclusion within the school, SEND, Deputy Safeguarding and Pupil Premium.

PRINCIPAL ACCOUNTABILITIES: Main Tasks/ Duties/ Responsibilities.

Role of Assistant Head of School:

In addition to carrying out the professional duties of a teacher, the Assistant Head of School will play a major role under the direction of the Head of School in-

- formulating the aims and objectives of the school;
- developing and ensuring the consistent implementation of whole school policies and procedures
- undertaking rigorous self-evaluation and data analysis and providing relevant reports to SLT and CEO
- leading and managing staff and resources
- providing effective support and challenge to teaching and support staff
- play an active role in the school's procedures for Appraisal
- engaging in Systems Leadership and providing school to school support
- any professional duties reasonably delegated by the Head of School

Shaping the Future

- Support the Head of School and CEO in promoting and developing a vision for the future of the school; demonstrating inspirational leadership and creativity
- Play a significant role in the school improvement planning process, taking account of the agreed priorities of the school and reflecting specifically on personal areas of responsibility

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.
- To lead, develop and monitor whole school assessment in conjunction with the Head of School
- Share responsibility for the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted.
- Oversee the development of effective timetabling, which meets and responds to the needs of pupils within the statutory frameworks and the resources available.
- Coach and develop staff to maximise impact on effective teaching and learning.
- 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.
- Support the target setting process; including statutory procedures and targets for individuals and groups throughout the school.
- 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.
- Lead development of a core subject throughout the school to ensure high quality teaching which support high standards.
- To demonstrate a commitment to positive behaviour management throughout the school.

Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

Health, safety and discipline

- Promote the safety and well-being of pupils.
- Maintain good order and discipline among pupils.
- To promote and safeguard the well-being of children and young people

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 St Charles'
- 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 Head of School.
- Lead, manage and organise meetings as appropriate in support of the school's aims.
- Set high expectations for your own performance and that of others.
- Engage in relevant professional development activity as necessary.
- Direct and supervise support staff assigned to them and where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them.

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 schools 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.
- Act as extended schools coordinator to ensure the before/after school provision is of a high quality and meets parents/pupils & ofsted requirements

Securing Accountability

- Work alongside the Head of School to secure improvement through Performance Management; take responsibility for the performance management of identified staff

- Support staff in understanding their own accountability and develop approaches to its review and evaluation.
- To work alongside the Head of School 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 development plan
- Contribute to the reporting of the performance of the school to parents, carers, CEO and other key partners as necessary.

Professional development

- Participate in arrangements for the appraisal and review of their own performance, and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development, and, where appropriate, that of other teachers and support staff including induction.

Communication

- Communicate with pupils, parents and carers in an effective and professional manner

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

Strengthening Community

- Network and liaise across the range of external providers, schools, community and coordinator networks, to ensure a consistency of approach regarding standards, support, transition and high quality learning and teaching.
- 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.

Personal and Professional Conduct

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity,
 - building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
 - Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Safeguarding

To promote and safeguard the welfare of children and young people in accordance with Safeguarding Children in Education under the provisions of the Education Act 2002 section 175.

GENERAL:

- 1 The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
- 2 The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times.
- 3 The postholder must be flexible to ensure the operational needs of the School are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places within and outside the school.
- 4 To promote the School's Equal Opportunity Employment Policy.
- 5 The Health and Safety at Work etc. Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for the Health, Safety and Welfare of him/herself and other employees in accordance with legislation and the School's Safety Policy and Programme. Specific details are outlined in the Departmental Safety Policy.
- 6 Where the postholder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then job redesign will be given full consideration.

KNOWLEDGE/EXPERIENCE/SKILLS/QUALIFICATIONS/MENTAL SKILLS:

See person specification for **essential** requirements to undertake the principal accountabilities.

PHYSICAL DEMANDS:

Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment)

Not applicable	<input type="checkbox"/>	Moderate	<input type="checkbox"/>
Low	<input checked="" type="checkbox"/>	High	<input type="checkbox"/>
Very High	<input type="checkbox"/>		

WORKING CONDITIONS:

Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).

Not applicable	<input checked="" type="checkbox"/>	Moderate	<input type="checkbox"/>
Low	<input type="checkbox"/>	High	<input type="checkbox"/>
Very High	<input type="checkbox"/>		

EMOTIONAL DEMANDS:

Exposure to objectionable situations over and above that normally incurred in a day to day office environment

Not applicable	<input type="checkbox"/>	Moderate	<input checked="" type="checkbox"/>
Low	<input type="checkbox"/>	High	<input type="checkbox"/>
Very High	<input type="checkbox"/>		

This Job Description conveys a full and accurate description of the job:

<u>Signature</u>	<u>Designation</u>	<u>Date</u>
1. CONFIRMED BY:	(LINE MANAGER)

PERSON SPECIFICATION

Person Specification - Source Key: A = Application Form I = Interview R = References CC = Checking Certificates Qualifications and training	Essential / Desirable	How Identified
Graduate with Qualified Teacher Status	E	A/CC
Achieved NPQLS	D	A/CC
Evidence of a commitment to on-going learning and professional development	E	A/CC/I/R
Safeguarding Level 1 (as a minimum)	E	A/CC
Designated Safeguarding Leader training	D	A/CC
Experience and Knowledge	Essential / Desirable	How Identified
To have sound knowledge and commitment to safeguarding and promoting the welfare of children and young people.	E	A/I
Experience as SLT on improving and sustaining primary school standards.	D	A/I/R
Demonstrable track record of positive impact as a Team Leader.	E	A/I/R
Experience of providing professional challenge and support to others through appraisal and the wider process of performance management.	D	A/IR
Successful experience in the leadership and management of pastoral care.	D	A/I/R
Recent experience of Ofsted inspection system & framework.	D	A/I/R
Experience of delivering or facilitating staff development programmes.	E	A/I/R
Experience of quality assuring school self-evaluation and improvement activities.	D	A/I/R
Experience of teaching and leading in more than one Primary school.	D	A/I/R
Experience of leading performance management and successfully addressing underperformance using informal and formal processes.	D	A/I/R
Understanding of the distinctive dimension of Catholic schools and the community they serve.	E	A/I/R
Up to date knowledge of education policy, pedagogy, inspection findings and statutory requirements.	E	A/I/R
Knowledge of the denominational inspection framework.	D	A/I/R
A successful track record of delivering excellent student outcomes as a middle team leader of a curriculum or pastoral	E	A/I/R