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|----------------------|---|
| <b>JOB TITLE</b>     | ASSISTANT HEADTEACHER                         |
| <b>SCALE</b>         | L4–L8   |
| <b>HOURS OF WORK</b> | FULL TIME                                     |
| <b>REPORTING TO</b>  | HEAD OF SCHOOL                                |
| <b>LOCATION</b>      | A PONTEFRACT ACADEMIES TRUST – PRIMARY SCHOOL |

## **JOB PURPOSE**

The Assistant Head of School should be prepared to lead on areas such as curriculum development, monitoring of standards and teacher effectiveness, tracking and analysis of results/data, behaviour management, inclusion, timetabling, external relations and community links, staff development, training and induction. As a member of the senior leadership team, they will be integral to the overall leadership and management of the school, helping to sustain and build on a school culture that is both nurturing and rigorous.

- To work closely with the Head of School in maintaining a coaching culture for teacher development that supports the school in driving high standards and expectations of all.
- To lead, develop and support outstanding quality first inclusive teaching and learning practice, whereby all pupils, including those with particular learning needs, make the required progress and realise their potential.
- To support colleagues, including all other members of the leadership team, in their work to further develop and improve the school.
- To support and contribute to the process of writing, implementing, evaluating and reviewing the annual School Improvement Plan, with understanding of its position and relevance in the cycle of school improvement and long term planning and resourcing.
- Take responsibility for day to day management of the school in conjunction with the rest of the leadership team.

## **KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

The exact role and specific responsibilities of the Assistant Head of School will be agreed annually and will change, reflecting the needs of the school, thus affording the post holder the opportunity to gain experience in all aspects of school leadership in preparation for Deputy Headship/Headship.

### **Outcomes and activities**

#### **Leadership and Management**

- To share responsibility for the management of the school and to contribute to the consultative and decision-making processes.
- To fully support whole school policy decisions, contribute to their initiation and sustain their implementation and review.
- To actively promote the school and liaise with outside agencies as necessary, representing the Head of School, the school or the Trust as appropriate.
- To contribute to discussions and decisions at leadership team meetings.

- To offer information, advice and perspective to the School Performance Review Board and to any legitimate external enquiry/evaluation.
- To communicate and consult with staff, pupils, parents and members of the local community as necessary.
- To support the Head of School in managing the review cycle of school policies and act as a role model in the implementation of these policies.
- To support the Head of School in the responsibility for the implementation of performance management for all staff.

**School, ethos and culture**

- Maintain a strong school community, characterised by consistent, orderly behaviour, caring and respectful relationships.
- To maintain a high visible presence around the school ensuring that the highest standards of behaviour are upheld; contributing to the overview and review of student behaviour as required.
- To be active in issues of staff and student welfare and support.
- To demonstrate a commitment to equality of opportunity for all members of the school community.
- Maintain the school culture and ethos that is utterly committed to achievement for all.
- Develop and maintain strong partnerships and ensure regular and productive communication with parents.

**Teaching and Learning**

- To identify strategies for raising the attainment of pupils and to work towards these identified and agreed goals.
- Lead on the training and development of teaching staff so as to improve the quality of teaching and raise the level of challenge and support in lessons.
- Use regular assessments to monitor progress and set targets, and respond accordingly to the results of such monitoring.
- To support the Head of School in leading whole school planning and assessment through accurate record keeping and sophisticated data analysis.
- Ensure that all pupils achieve at chronological age level or, if well below level, make significant and continuing progress towards achieving at level.
- To maintain a teaching timetable, modelling outstanding practice in terms of classroom teaching, preparation, marking and assessment.

**Other duties and responsibilities**

- Promote high standards of personal professional conduct and integrity in accordance with the Trust Employee Code of Conduct.
- Be aware of and comply with Trust policies and procedures including child protection, financial regulations, health, safety and security, confidentiality and data protection.
- Contribute to the overall vision and values of the Trust.
- Attend and participate in relevant meetings as required.
- Flexible and willing to work between different sites as required.
- Undertaking such duties as reasonably correspond to the general character of the post and commensurate with being a member of the school's senior leadership team.

Other reasonable duties commensurate with the scale of the post as directed by the Head of School.

|                                 |   |                         | Assessed by: |                     |
|---------------------------------|---|-------------------------|--------------|---------------------|
| No.                             | CATEGORIES  | ESSENTIAL/<br>DESIRABLE | APP<br>FORM  | INTERVIEW<br>/ TASK |
| <b>QUALIFICATIONS</b>           |   |                         |              |                     |
| 1                               | Qualified to teach and work in the UK.  | E                       | ✓            |                     |
| 2                               | Qualified to degree level/PGCE or equivalent qualifications.  | E                       | ✓            |                     |
| <b>EXPERIENCE AND KNOWLEDGE</b> |   |                         |              |                     |
| 3                               | Experience of prior successful leadership at a middle or senior level.  | E                       | ✓            | ✓                   |
| 4                               | Experience of having worked successfully in at least one school in an urban setting, teaching students from backgrounds of socio-economic disadvantage would be desirable.  | D                       | ✓            | ✓                   |
| 5                               | Experience of having led, or significantly contributed to, the success of a school through its leadership, ethos, teaching and learning and results.  | E                       | ✓            | ✓                   |
| 6                               | Experience of having improved and sustained an effective behaviour management policy.   | D                       | ✓            | ✓                   |
| <b>LEADERSHIP</b>               |   |                         |              |                     |
| 7                               | Effective management style that encourages participation, innovation and confidence.  | E                       | ✓            | ✓                   |
| 8                               | Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance.   | E                       | ✓            | ✓                   |
| 9                               | Ability to develop the leadership skills of others.   | E                       | ✓            | ✓                   |
| 10                              | Strong interpersonal, written and oral communication skills.  | E                       | ✓            | ✓                   |
| 11                              | Takes personal responsibility for their own actions.  | E                       | ✓            | ✓                   |
| 12                              | Resilience and motivation to lead the academy through day-to-day challenges while maintaining a clear strategic vision and direction.   | E                       | ✓            | ✓                   |
| 13                              | Genuine passion and a belief in the potential of every student.   | E                       | ✓            | ✓                   |
| 14                              | Commitment to the safeguarding and welfare of all pupils.   | E                       | ✓            | ✓                   |
| <b>VISION AND STRATEGY</b>      |   |                         |              |                     |
| 15                              | Vision aligned with the Trust's high aspirations and high expectations of self and others.  | E                       | ✓            | ✓                   |
| 16                              | Understands how to set high aspirations and effective strategies for the school. Including, delivery and prioritisation of school leadership and management that faces all aspects of curriculum, teaching and learning, inclusion and communication. | E                       | ✓            | ✓                   |
| 17                              | Clear understanding of the strategies to establish consistently high standards of behaviour and commitment to relentlessly instilling these strategies.   | E                       | ✓            | ✓                   |
| 18                              | Strong organisational skills and the ability to delegate.   | E                       | ✓            | ✓                   |

|                                       |  |   |   |   |
|---------------------------------------|--|---|---|---|
| 19                                    | Use of data to inform and diagnose weaknesses that need addressing.  | E | ✓ | ✓ |
| <b>LEADING THE LEARNING</b>           |  |   |   |   |
| 20                                    | Understands what outstanding inclusive teaching practice looks like, and how to diagnose and implement effective strategies to raise learning standards. | E | ✓ | ✓ |
| 21                                    | Be able to offer teaching to demonstration level and through this other coaching opportunities to be able to improve the teaching of others.             | D | ✓ | ✓ |
| 22                                    | Have experience of leading and evaluating INSET which impacts on standards.  | D | ✓ | ✓ |
| <b>LEADING EXTERNAL RELATIONSHIPS</b> |  |   |   |   |
| 23                                    | Can skillfully manage and maintain effective working relationships with parents and other stakeholders.  | E | ✓ | ✓ |
| <b>OTHER</b>                          |  |   |   |   |
| 24                                    | Commitment to equality of opportunity and the safeguarding and welfare of all pupils.  | E | ✓ | ✓ |
| 25                                    | Desire to become a Deputy Headteacher/Head of School and willingness to be reflective and undertake development opportunities.                           | D | ✓ | ✓ |
| 26                                    | This post is subject to an enhanced Disclosure and Barring Service check.  | E | ✓ | ✓ |