

JOB DESCRIPTION

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| JOB TITLE: | Assistant Headteacher |
| GRADE/SALARY: | Leadership L13 – L18 |
| REPORTING TO: | Headteacher |

JOB PURPOSE

- To play a key role in supporting the Headteacher as part of the Senior Leadership Team in ensuring that the vision and ethos of The King’s School and Pontrfract Academies Trust, is clearly articulated, shared, understood and acted upon effectively.
- To support the Headteacher as part of the Senior Leadership Team in leading the operational and ongoing strategic development of the school.
- To raise standards of student attainment and achievement across the school by:
 - Providing strategic leadership for all aspects of inclusive education
 - Developing systems and enhancing student engagement
 - Developing effective partnerships with external agencies
 - Ensuring high quality CP and safeguarding practices are embedded
 - Developing and enhancing the teaching practice of others

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

The post holder will:

- Contribute to monitoring, evaluating and developing the quality of provision across the school.
- Play a significant role in contributing to operation and strategic planning, specifically the School Improvement Plan and SEF.
- To be accountable for developing inclusive learning strategies that complement the Trust’s Behaviour for Learning (BfL) strategy and promotes a vibrant learning environment throughout the school.
- Undertake a range of rigorous quality assurance activities in order to report on the impact of school improvement strategies and systems and make recommendations for development and target support accordingly.
- Contribute to the development of leadership and management capacity across the middle leadership structure.
- Develop and implement action plans to help raise standards and secure improvements.
- Attend and lead meetings as appropriate.
- Be a visible presence around the school every day – both on the corridor and in lessons.
- Line manage leaders, teams and other appropriate areas of the school as required.
- Attend all school events.
- Work with middle leaders to ensure effective systems are in place to track and monitor student progress and provide impactful interventions as necessary.
- Develop, implement and support relevant school and trust academic policies and procedures.

Core responsibilities and duties

All post holders are required to:

- Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place.
- Read, uphold and promote the safety and well-being of students as set out in the Trust safeguarding procedures.
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall vision and values of the Trust.
- Appreciate and support the role of other professionals.
- Work effectively as part of team.
- Attend relevant meetings, as required.
- Participate in training and other learning activities and performance development as required.
- Treat all users of the school with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.
- Be proactive in seeking appropriate advice and guidance where required.

Performance Management and Review

- Objectives and professional development plans will be balanced between the Trust, personal and school-focused objectives and will be formally agreed with your line- manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1s, peer support, and external mentoring or CPD where required;
- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Performance Management Policy.

Safeguarding

- Be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to the appropriate person
- Be aware and support differences and ensure all pupils have equal access to opportunities to learn and develop

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

| No. | CATEGORIES | ESSENTIAL/ DESIRABLE | Assessed by: | |
|------------------------------------|--|-------------------------|--------------|--------------------|
| | | | APP FORM | INTERVIEW/ TASK |
| QUALIFICATIONS | | | | |
| 1 | Education to degree level or equivalent | E | ✓ | |
| 2 | Qualified Teacher Status | E | ✓ | |
| EXPERIENCE AND KNOWLEDGE | | | | |
| 3 | An excellent track record of recent, relevant professional development | E | ✓ | ✓ |
| 4 | Responsibility for an area of whole school performance | E | ✓ | ✓ |
| 5 | Experience of effective teaching and performance within a curriculum area | E | ✓ | ✓ |
| 6 | Experience of SEN provision and responsibilities | E | ✓ | ✓ |
| 7 | Innovative use of resources | D | ✓ | ✓ |
| LEADERSHIP AND MANAGEMENT | | | | |
| 8 | Experience of working as a strong leader and as a member of a team in an educational setting | E | ✓ | ✓ |
| 9 | Innovative approaches to working with students, parents, staff and other stakeholders | E | ✓ | ✓ |
| 10 | Initiate, lead and manage change programmes | E | ✓ | ✓ |
| 11 | Prioritise, plan and organise | E | ✓ | ✓ |
| 12 | Direct and co-ordinate the work of others | E | ✓ | ✓ |
| 13 | Set high standards and provide a role model for students and staff | E | ✓ | ✓ |
| 14 | Deal sensitively with people and resolve conflicts | E | ✓ | ✓ |
| 15 | A commitment to an open and collaborative style of management | E | ✓ | ✓ |
| 16 | Motivate others | D | ✓ | ✓ |
| 17 | Liaise effectively with other organisations and agencies | D | ✓ | ✓ |
| KNOWLEDGE AND UNDERSTANDING | | | | |
| 18 | Of the principles behind the Core Purpose of the role and potential for raising standards | E | ✓ | ✓ |
| 19 | The principles and characteristics of effective schools | E | ✓ | ✓ |
| 20 | The principles and practices of strategic and operational planning and delivery | E | ✓ | ✓ |
| 21 | Effective review and evaluation procedures | E | ✓ | ✓ |
| 22 | Different methods of consulting with stakeholders | D | ✓ | ✓ |
| 23 | Professional and community links | D | ✓ | ✓ |
| 24 | The application of ICT to effective management and learning | D | ✓ | ✓ |
| 25 | Strategies for ensuring equal opportunities for staff, students and other stakeholders | D | ✓ | ✓ |

| COMMUNICATION SKILLS | | | | |
|---|--|---|---|---|
| 26 | Communicate the vision and ethos of the school to a range of stakeholders | E | ✓ | ✓ |
| 27 | Negotiate and consult fairly and effectively | E | ✓ | ✓ |
| 28 | Develop and manage good communication systems | E | ✓ | ✓ |
| 29 | Communicate effectively orally and in writing to a range of audiences | E | ✓ | ✓ |
| 30 | Develop, maintain and use an effective network of contacts | D | ✓ | ✓ |
| DECISION MAKING AND JUDGEMENT SKILLS | | | | |
| 31 | Make decisions based on analysis, interpretation and understanding of relevant data and information | E | ✓ | ✓ |
| 32 | Demonstrate good judgement | E | ✓ | ✓ |
| 33 | Think creatively and imaginatively to anticipate, identify and solve problems | D | ✓ | ✓ |
| PERSONAL QUALITIES | | | | |
| 34 | A commitment to inclusive education | E | ✓ | ✓ |
| 35 | Evident enjoyment in working with young people and their families | E | ✓ | ✓ |
| 36 | Empathy in relation to the needs of the academy and the local community | E | ✓ | ✓ |
| 37 | Ability to inspire confidence in staff, students, parents and others | E | ✓ | ✓ |
| 38 | Adaptability to changing circumstances/new ideas | E | ✓ | ✓ |
| 39 | Reliability, integrity and stamina | E | ✓ | ✓ |
| 40 | Personal impact and presence | E | ✓ | ✓ |
| 41 | Prioritise and manage own time effectively | E | ✓ | ✓ |
| 42 | Work under pressure and to deadlines | E | ✓ | ✓ |
| 43 | Seek advice and support when necessary | E | ✓ | ✓ |
| 44 | Awareness and willingness to be involved in partnerships that support the Trust and the school | D | ✓ | ✓ |
| PROFESSIONAL ETHOS | | | | |
| 45 | Committed to supporting and nurturing the Pontrfract Academies Trust vision and values | E | ✓ | ✓ |
| 46 | High expectations for self and others and a strong commitment to raising achievements | E | ✓ | ✓ |
| 47 | Evidence of a commitment to own professional development and impact on practice | E | ✓ | ✓ |
| 48 | Commitment to promote home-school partnerships | E | ✓ | ✓ |
| 49 | High expectations for pupil attendance, behaviour and strategies to meet the personalised and emotional needs of every child | E | ✓ | ✓ |