

LEIGH ST PETER'S C.E.PRIMARY SCHOOL **JOB DESCRIPTION – ASSISTANT HEADTEACHER**



1. INTRODUCTION

1.1 NAME OF POSTHOLDER:

1.2 JOB TITLE: Assistant Headteacher

1.3 JOB PURPOSE: Play an active role in school strategic planning as a member of the Senior Leadership Team.

Be responsible for: Inclusion, Pastoral, Well-being and SEND outcomes.

Carry out the duties and responsibilities of a class teacher.

1.4 Line Management: Reporting to – Headteacher

Responsible for - Line management of Teaching Assistants and Pastoral Team

1.5 Liaising With: Headteacher, Senior Leadership Team, teachers, support staff, parents, LA representatives, Diocese and external agencies.

1.6 Salary Scale: L5-9

1.7 Working Time: Full time as specified within the Conditions of Employment for Deputy Headteacher & Assistant Headteacher in the School Teachers' Pay and Conditions Document.

1.8 DBS Disclosure Level: Enhanced.

2. CLASS TEACHER DUTIES

The Assistant Headteacher is required to carry out the duties of a class teacher as set out in the School Teachers' Pay & Conditions Document and to meet all Teacher Standards. The Assistant Headteacher will be a member of the School Leadership Team. This role has a part time teaching commitment.

3. STRATEGIC ROLE WITHIN SENIOR LEADERSHIP TEAM

3.1 Represent the views and interests of their area(s) of responsibility in the Senior Leadership Team and, in so doing, share leadership responsibility for:

- school self evaluation
- school improvement planning
- the development of school policies and procedures
- annual whole school budgeting and reviews
- staff deployment and development across the school

3.2 Lead on Inclusion and with the other Senior Leaders monitor the work of all subject leaders to ensure continuity, progression and accountability.

3.3 Liaise with the other Senior Leaders on Personalised Learning.

3.4 Implementing child protection policy and procedures and ensuring all children are safeguarded.

3.5 Liaise with developments related to Inclusion - in the school, local Consortia and LA.

- 3.6 Contribute to school activities such as, parent evenings, parental workshops, liaison with the local community and extra curricular activities.
- 3.7 Represent the school when the Headteacher or Deputy Headteacher is not available.

4 MAIN AREAS OF RESPONSIBILITY OF THE AHT INCLUSION ARE:

- 4.1 Leading the inclusion team (SEND and Pastoral) so as to secure high expectations, effective deployment of resources and improved learning outcomes for all pupils.
- 4.2 Be the Senior Designated Person for Safeguarding including child protection to include:
- ⇒ working with the pastoral team to ensure safeguarding practice, policies, procedures, systems and training are robust, up-to-date and implemented by all staff.
 - ⇒ support the safeguarding Pastoral Mentor for Safeguarding in attendance at a range of child protection/safeguarding meetings as required.
 - ⇒ work with the pastoral team to lead, chair and co-ordinate meetings with families and outside agencies ensuring that actions are recorded and followed up.
- 4.3 Lead our provision for behaviour, well-being and pastoral care.
- 4.4 Lead our provision for Equality & Diversity.
- 4.5 Lead the provision for Breakfast Club and oversee the lunchtime provision.
- 4.6 Lead our School Council.
- 4.7 To work alongside colleagues to support, train and ensure quality first teaching and specialist support as deemed suitable.
- 4.8 To work closely with the pastoral team and SEND intervention staff to make sure that the curriculum is relevant, accessible and engaging for all pupils.

5 KEY ACCOUNTABILITIES STRATEGIC DEVELOPMENT:

- 5.1 As Inclusion leader and a member of the School Leadership Team, contribute to the development of strategies, policies and practices aimed at raising standards of attainment and achievement throughout the school. This includes taking a clear strategic lead on ensuring standards for SEND children raise in school and the gap narrows for those vulnerable groups.
- 5.2 To provide regular progress updates to SLT in relation to Inclusion, SEN and pastoral care to ensure we are fully aware of all associated successes, issues and concerns.
- 5.3 Liaise with the SEND governor keeping them informed of Education Health Care Plans, Inclusion Action Plans and EAL Action Plans providing information to inform decision-making and policy review.
- 5.4 To assist with the formulation, communication and monitoring of the School Improvement Plan, particularly in relation to inclusion, ensuring concerns and ideas are considered, and that all staff understand our priorities and the part they play in achieving these.
- 5.5 To regularly update and monitor the effectiveness of our Inclusion and safeguarding policies including SEND, Behaviour, Safeguarding and Equality Plan.
- 5.6 To lead on aspects of the School Improvement Plan.
- 5.7 To play a significant role in training and coaching colleagues.

6. CURRICULUM DEVELOPMENT, TEACHING AND LEARNING:

- 6.1 Be responsible for ensuring broad and balanced curriculum provision across the Key Stage, focused on high achievement.
- 6.2 Liaise closely with the other Senior Leaders to ensure continuity and progression across the school.
- 6.3 Develop and enhance classroom practice in all curriculum areas across the school.
- 6.4 Ensure a rich and stimulating environment for children through the development and maintenance of appropriate resources for pupils with SEND.
- 6.5 Support with the management of mid-year, end of year and end of Key Stage Assessments/ Tests for our SEND pupils.
- 6.6 Monitor and evaluate planning, teaching and learning and assessment in relation to your area of responsibility and ensure that standards of pupil achievement and progress are improving.
- 6.7 Liaise with the other school leaders regarding assessment and target setting of pupils with SEND.
- 6.8 Lead the development of effective SEND links in school with the LA, the Local Consortia, the community and external agencies.
- 6.9 Liaise with the CPD lead on courses and programmes linked to your areas of responsibility.

7. LEADING AND MANAGING STAFF:

- 7.1 Lead by example, promoting good organisation and management and being pro-active in new initiatives and curriculum developments.
- 7.2 Establish good relationships, encourage good working practices and support and lead teachers.
- 7.3 Lead, support, motivate and direct support staff.
- 7.4 Take part in appointment procedures and oversee the induction process of new members of staff including supply staff and students.
- 7.4 Organise and chair team meetings to ensure that school policies and practices are being delivered.
- 7.6 Act as a team leader in relation to Appraisal and the professional development of staff agreed by the Headteacher.
- 7.5 Be responsible for overseeing and monitoring the standards of SEND, in order to ensure standards for all children are high and practice is consistent, follows school policy, and underperformance is challenged.
- 7.6 To take a leading role in appraisal; to monitor planning/work, target setting, assessment and classroom practice; to mentor staff and/or trainee teachers or teaching assistants.
- 7.7 To work alongside other leaders and advisory staff involved in supporting the development of inclusive practice across the school.
- 7.8 To offer advice and support to teaching colleagues regarding their training needs, in line with priorities set out in the School Improvement Plan, including planning and leading training and development opportunities related to the inclusion.
- 7.9 Be available to attend governing body meetings when necessary.

7.10 To meet, monitor and support staff who it is felt require a coaching and support plan, or the support of the school's capability process.

7.11 To promote Health and Safety, ensuring that policies and guidelines are followed.

7. SIGNATURES

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed
(Assistant Headteacher)

Signed
(Headteacher)

Dated
(Assistant Headteacher)

Dated
(Headteacher)

Appointment Criteria / Person Specification
(Application / Interview / Reference / Certificate)

Personal Attributes Required	Essential (E) Or Desirable (D)	Method of Assessment
Essential Skills/qualification		
Recognised teaching qualification, degree or equivalent	E	A/I
Proven successful experience of leading whole school initiatives/projects.	E	A/I
Either already have or be willing to undertake the accredited SENCO qualification	E	A/I
A commitment to supporting the Christian Ethos of the school.	E	A/I
Evidence of recent, successful relevant continued professional development	E	A/I
Proven successful leadership at middle leader level.	E	A/I
A good understanding of the new National Curriculum and its assessment procedures.	E	A/I
A good understanding of Computing in schools and knowledge of how it can be used to raise standards.	E	A/I
Involved in national assessments with at least 1 key stage and an understanding of all key national assessments.	E	A/I
Significant experience of monitoring, evaluating and improving Teaching and Learning.	E	A/I
A good understanding of the qualities of outstanding teaching.	E	A/I
Up to date knowledge of safeguarding practices and safer recruitment.	E	A/I
Knowledge of current developments, national priorities and statutory frameworks in education.	E	A/I
Fully committed to whole school improvement and securing engagement of all stakeholders,	E	A/I
Knowledge, understanding and experience of practical application of whole school self-evaluation processes.	E	A/I
Able to uphold and promote the caring ethos of the school and its teamwork approach.	E	A/I
Able to maintain and further develop existing excellent links with parents, other stakeholders and the local community.	E	A/I
Ability to relate to a range of people at all levels with excellent communication skills.	E	A/I
		A/I

Present an excellent and positive role model for pupils and staff.	E	A/I
Ability to make firm decisions and convey them clearly.	E	A/I
Excellent interpersonal skills and a caring understanding approach.	E	A/I
Excellent time management and organisational skills.	E	A/I
Demonstrate perseverance and resilience.	E	A/I
A flexible approach and open to new and creative ideas.	E	
Ability to work in partnership with enthusiastic, proactive colleagues in the best interests of the school.	E	
Desirable skills/Qualifications		A/I
Successful experience of contributing to the delivery of high quality CPD/coaching and mentoring.	D	A/I
Significant experience of improving standards through the use of pupil performance data, target setting and other strategies.	D	A/I
A practicing Christian	D	
Legal Issues		
Legally entitled to work in the UK	E	A/I