

Job Description

Role: **Assistant Headteacher**

Salary Range: **L3-7**

Core Responsibilities

- Undertake the duties of a teacher as specified by the most recent School Teachers' Pay and Conditions Document (STPCD).
- Lead teaching and learning as a lead teacher, working with teachers across the school to improve their practice through team teaching, modelling lessons and leading staff INSET.
- Be an inspirational and outstanding practitioner, working within a team to support the development of the academy's vision for educational excellence.
- Work with the Senior Leadership Team to promote the agreed vision of STEP Academy Trust, taking a lead role in the strategic development and delivery of the school's mission and values.
- Work with the Senior Leadership Team to develop teaching and learning.
- Within your team, be responsible for tracking attainment and progress, line managing staff, supporting teachers in developing their practice and leading CPD staff meetings as appropriate.
- Work with the Senior Leadership Team to implement policies and procedures ensuring the health and safety of pupils, staff, parents and members of the wider community.
- Lead an area of priority on the Academy Improvement Plan.
- Be responsible for line managing staff within your team, including supporting them in managing budgets.
- Undertake any professional duties that might be delegated by the Head of School.

Other duties

- Keep the Head of School informed of issues arising / affecting the staff and wider school community.
- Attend all Governing Body meetings and report to the Local Governing Body as required.
- Assist the Head of School in the recruitment and appointment of new staff.
- Deputise in the absence of the Head of School in all aspects of school management.
- Act as team leader in the performance management of teachers and/or teaching assistants in accordance with the school Performance Management Policy.

Leading and developing others

- *Generate an atmosphere of focus, drive and high expectations based on your own practice. Be a strong role model.*
- *Advise and support, and hold to account, teachers and leaders in your team.*
- *Ensure agreed structures and policies are observed by all members of the team.*
- *Assume responsibility for discipline within the phase, meeting parents where appropriate.*
- *Coordinate and chair team weekly phase meetings (keeping minutes).*
- *Monitor planning on a regular basis to ensure it effectively meets the needs of the children.*
- *Regularly monitor the marking of children's books, ensuring high expectations are maintained and school procedures are followed.*
- *Monitor and moderate the assessments of teachers in your team providing written and/or verbal feedback e.g. termly writing samples.*
- *Support teachers in the writing of ANPs and monitor children's progress towards achieving agreed targets.*
- *Agree and regularly review challenging pupil and class targets with teachers in your team.*
- *Coordinate formal assessments e.g. SATs, EYFS Profiles and Optional SATs; analyse and present data.*
- *Evaluate standards across the phase, assess progress and identify areas of weakness. Prepare written reports for the Governing Body when required.*
- *Provide good, clear information for parents.*
- *Oversee the organisation of class trips, journeys and productions, including risk assessments.*
- *Keep notes on matters relating to the team including: meetings with staff, interactions with parents and incidents involving children. Notes should be dated and outline key points.*
- *Proof read end of year reports within your phase, ensuring high standards of written English.*

General

- *Promote the agreed vision of STEP Academy Trust.*
- *Be committed to raising standards of achievement.*
- *Provide a safe, welcoming, organised, creative and interesting learning environment.*
- *Be aware that each child has a right to equal opportunities and equal access to the curriculum.*
- *Implement all the policies agreed by STEP Academy Trust.*
- *Maintain high expectations and insist the children always produce their best.*
- *Maintain good order and discipline among the pupils when they are in school and engaged in school activities elsewhere.*
- *Be sensitive to the linguistic, cultural and ethnic backgrounds of the children and show an awareness of gender and class issues.*
- *Work collaboratively with colleagues in a team, setting high professional standards.*
- *Take an active part in the life of the school.*

Evaluation, Assessment and Record Keeping

- *Assess, record and report on the development, progress and attainment of pupils as defined in agreed policies.*
- *Communicate and consult with pupils, colleagues, parents/carers and outside agencies as appropriate.*
- *Mark work, providing regular feedback, according to the agreed Feedback Policy.*
- *Set regular ambitious yet achievable targets for the children.*

Other Responsibilities

- *Participate in scheduled meetings, including a weekly team meeting and daily morning meeting.*
- *Participate in duty rosters, including taking assemblies, lunch and playtime duties.*
- *Participate in the school's arrangements for performance management and other professional development activities.*
- *Facilitate the training of students as required.*
- *Safeguard the health and safety of all children.*

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Person Specification

Qualifications and Experience					
Essential		Desirable	<i>Application</i>	<i>Interview</i>	<i>Task / Observation</i>
1	DFE recognised Qualified Teacher Status, and recent and relevant CPD.	A willingness to participate in further leadership training	✓	✓	
2	At least 2 years recent and relevant leadership experience in a primary school.		✓	✓	
3	Record of outstanding classroom practice with at least 4 years teaching experience.	Experience teaching across the year groups.	✓	✓	
4	Evidence of successful curriculum leadership.	Experience of leading a core curriculum area.	✓	✓	✓
5	Proven track record of raising standards and meeting challenging targets.	Achievement of high EYFS/KS1 and/or KS2 SATs results.	✓	✓	
6	Experience of leading and managing a team, and of performance management.		✓	✓	

Abilities and Skills					
Essential		Desirable	<i>Application</i>	<i>Interview</i>	<i>Task / Observation</i>
7	Ability to communicate effectively with all members of the school community.		✓	✓	✓
8	Ability to lead and manage an effective team, challenging and developing staff and pupils.		✓	✓	
9	Effective behaviour management skills; able to coach others to develop their skills in this area.		✓	✓	
10	Ability to lead, motivate and inspire others and to promote a positive school ethos.		✓	✓	
11	Ability to accurately grade lessons, identify targets and support teacher development.		✓	✓	✓
12	Ability to identify and implement successful inclusion strategies for all children		✓	✓	✓
13	Ability to plan, organise and prioritise work in order to meet deadlines.		✓	✓	

Knowledge and Understanding

	Essential	Desirable	<i>Application</i>	<i>Interview</i>	<i>Task / Observation</i>
14	Able to analyse, interpret and respond to school performance data, identifying areas for improvement.		✓	✓	✓
15	Excellent understanding of curriculum and pedagogical issues, including recent developments within the primary phase.		✓	✓	
16	Understanding of statutory and non-statutory primary frameworks.		✓	✓	
17	Understanding of innovative and creative strategies that enable children to make excellent progress.			✓	✓
18	Thorough understanding of and commitment to equality of opportunity		✓	✓	
19	Knowledge of safeguarding and child protection issues.		✓	✓	

Personal skills and attributes

	Essential	Desirable	<i>Application</i>	<i>Interview</i>	<i>Task / Observation</i>
20	Able to demonstrate resilience, and willing to face new challenges with enthusiasm and positivity.		✓	✓	✓
21	Ability to work independently and on own initiative; take responsibility for own professional development.		✓	✓	