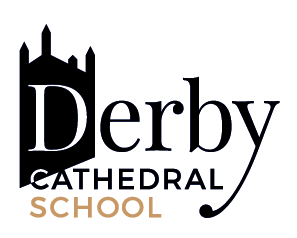
|  |
| --- |
| **DERBY CATHEDRAL SCHOOL** **Assistant Headteacher job description (L17 Sept 2018)** |



**School vision**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A Church of England secondary school which provides outstanding education for students of all faiths and none. | | | | | | | | | | |
| Employment details | | | | | | | | | | |
| Job title: | | | | Assistant Headteacher | | | | | | |
| Department: | | | | Senior Leadership Team | | | | | | |
| Reports to: | | | | Headteacher | | | | | | |
| Hours of work: | | | | Full-time | | | | | | |
| Salary: | | | | L17 £58,389 | | | | | | |
| Job purpose:  To work with the Headteacher and Heads of Faculty in all aspects of leadership and management and to take responsibility for managing and developing learning and teaching, curriculum, assessment and enrichment throughout the school. The role will assume the overall responsibility for Key Stage 3. | | | | | | | | | | |
| Main duties/responsibilities: | | | | | | | | | | |
| General Leadership Responsibilities | | | | * Support the Headteacher in providing a clear direction for the development of the School. * Contribute to establishing the core values of the Leadership Team and their practical expression. * Contribute to management decisions on all aspects of policy, development and organisation by playing a significant role in the preparation, implementation and monitoring of the school’s development plan. * Support the Headteacher and staff in the review, implementation, development and monitoring of whole school policies which promote the school’s values, aims and objectives. * Assume responsibility for the management of the school in the absence of the Headteacher (prior to the appointment of a Deputy Headteacher). * Attend SLT meetings as required, and report back to staff when necessary. * Establish good relationships, encourage good working practices and support and lead teachers. * Plan, organise and chair meetings as appropriate. * Lead, support, motivate and direct support staff working within a key stage. * Liaise with support staff and outside agencies. * Ensure that mechanisms are in place to promote standards and quality assurance. * Support the aims and ethos of the school. * Liaise with Governors, when appropriate, to facilitate their overview of school management. * Attend and participate in open/parent evenings. * Uphold the school’s behaviour code and uniform regulations. * Participate in staff training. * Participate in Continuing Professional Development. * Attend team and staff meetings. * Develop links with DDAT, Governors, LAs and neighbouring schools. * Assume overall responsibility for a Key Stage, initially Key Stage 3. | | | | | | |
| Teaching and Learning | | | | * Monitor and evaluate student achievement and attainment throughout the school. * Lead by example as a teacher and as a manager, achieving high standards of student attainment, behaviour and motivation through effective teaching. * Support subject leaders in the development and implementation of curricular initiatives. * Monitor the quality of teaching and learning, in line with the college policy. This may include lesson observations, monitoring of short and medium term planning and scrutiny of students’ work. * Review long term planning to ensure coverage, progression and a range of learning experiences throughout the school. * Oversee all aspects of the school organisation and management, including preparing agendas and chairing meetings, in order to ensure that school policies and practices are being delivered. * Take some responsibility for the pastoral care of students, including involvement when necessary. * Coordinate and oversee the organisation of out of school learning activities. * Liaise closely with all staff to ensure continuity and progression across the age and ability range. * Monitor the standards of behaviour and achievement within their year group and across the key stage. * Set appropriate expectations for staff and students in relation to standards of students’ achievements and the quality of teaching, establishing clear targets for improving and sustaining students’ achievement supporting the process of teaching and learning in accordance with agreed policies and guidelines. * Support staff to meet personal and professional targets. * Ensure staff share the aims of the school in promoting a high quality of learning in the classroom. * Assume a significantly reduced teaching commitment, negotiated on an annual basis. | | | | | | |
| Recording and Assessment | | | | * Update the Headteacher, other Senior Leaders and Governing Body on the effectiveness of provision for students throughout the school. * Have input into the target setting process for raising achievement for students and feedback to the Headteacher. * Monitor progress and ensure appropriate action plans are in place where issues are identified. * Ensure planning is effectively carried out and ensure individual needs are being met | | | | | | |
| People and Relationships | | | | * Sustain effective, positive relationships with all staff, students, parents and governors and the local community. * Support Curriculum Leaders within the context of school policies in relation to working practices and relationships to be fostered with students, including those relating to behaviour, discipline and attitude. * Encourage moral and spiritual growth and civic and social responsibility amongst students. * Manage innovation and change. * Work collaboratively with all colleagues. * Manage and develop effective working relationships with Headteacher and senior leaders in the school. | | | | | | |
| Training and Development of Self and Others | | | | * Lead the professional development of all staff through example, coaching peer support and target setting. * Contribute to the audit of staff development and training needs and the provision of effective INSET. * Ensure support and training during the induction of new staff and for trainee teachers. Support the establishment of priorities for expenditure across the whole school and within departments. * Maintain effective and efficient management and organisation of the accommodation and resources of the school. * Ensure the maintenance of a structured environment for effective teaching and learning, for good behaviour and discipline and for pupils’ spiritual, moral, social and cultural development. | | | | | | |
| Personal specification | | | | | | | | | |
|  | | | Essential | | | | Desirable | | |
| Qualifications and training | | | * Qualified teacher status, degree level qualification, or equivalent * Further relevant professional/academic study and evidence of CPD and knowledge of current issues in education. | | | | * Current first aid certificate * SLE status * NPQSL or NPQML. | | |
| Experience | | | * At least three years of proven strong, successful leadership and management experience in a secondary school | | | | * Experience developing policies and practices. * Experience of management within a period of significant change (e.g. academy conversion, new build etc.) | | |
| Knowledge and skills | | | * Hold and articulate clear vision, values and moral purpose, demonstrating optimistic personal behavior, and positive relationships and attitudes. * Demonstrate a strategic leadership style that is characterised by integrity, creativity, resilience and clarity. * Understand how to empower all students and staff to excel. * Implement, manage and evaluate change in a collaborative way. * Show evidence of raising standards that has impacted positively on pupil attainment and teaching and learning. * Significant experience in evaluating and using data to plan and improve pupil performance. * A clear understanding of what makes good and outstanding teaching through a deep understanding of how pupils learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school’s work. * A commitment to valuing, supporting and encouraging the professional development of staff members. * An understanding of how to create or implement accountability systems with the support of the leadership team and combine data from a range of sources in order to maximise the achievement of pupils. * A clear understanding of and commitment to promoting and safeguarding the welfare of pupils. * Building and nurturing a strong, positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement. * A commitment to building and maintaining effective and positive relationships with parents, carers, the wider community and other schools. * Inspiring and influencing others, within the school to believe in the fundamental importance and value of education in young people’s lives. * Excellent communication skills and proven ability to listen to, understand and work effectively with all pupils, staff, trustees and parents. * The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level. | | | |  | | |
| Personal qualities | | | * The ability to form good working relationships with colleagues and pupils * The ability to prioritise and meet deadlines * Confidence in leadership roles * A commitment to continued professional development * A desire and commitment to contribute to the wider school and its community * A commitment to protecting the welfare of young people * An open mind to change and the unique circumstances found in a new and expanding school | | | |  | | |
| Other | | | * Good attendance/punctuality record * Enhanced DBS certificate and barred list check * Flexibility   Demonstrate a commitment to:   * + Equalities and the Equality Act 2010   + Promoting the school and Trust vision and ethos   + High ethical standards   + Relating positively to and showing respect for all members of the school and wider community   + Ongoing relevant professional self-development   + Safeguarding and child protection | | | | * Professional dress | | |
| Prepared by | | | | | | | | | |
| Name: | G Inglis | | | | Signature: |  | | Date: | Jan 2018 |
| Title and/or department: | | Headteacher | | | | | | | |

**Note:** This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the school. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.