

Assistant Headteacher Shaftesbury High School, Job Description

Post title:	Assistant Headteacher (Teaching upto 50% Timetable)
School:	Special Needs school
Pay range:	L7-12 (Outer London)
Line manager:	The Headteacher and Governing Body
Supervisory responsibilities:	Oversee a Key Stage and relevant areas of SIP

Main purpose of the job

- Carry out the duties of this post in line with the remit outlined in the current *School Teachers' Pay and Conditions Document* including the conditions of employment for assistant headteachers and the school's own policy
 - Under the overall direction of the headteacher play a major role:
 - in formulating the aims, objectives of the schools and establishing the policies through which they are to be achieved in the school, but specifically in your key stage.
 - be responsible for the professional standards and curriculum of all pupils including monitoring of progress towards engagement and achievement
 - proactively manage staff and resources- growing leaders
 - Take on the responsibilities of the headteacher as agreed and appropriate in the absence of the headteacher and deputy headteacher
 - Carry out the professional duties of a teacher as required
 - Take responsibility for child protection and pastoral issues as appropriate
 - Take responsibility for promoting and safeguarding the welfare of children and young people within the school
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Duties and responsibilities

Shaping the future

- Support the headteacher and governors in establishing an ambitious vision and positive ethos for the future of the school
- Play a major role in the school improvement and school self-evaluation planning process, through agreed priorities.
- Contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate.
- Lead by example to motivate and work with others- seeking an autonomous approach
- In partnership with the headteacher, lead by example when implementing and managing change initiatives
- Promote a culture of inclusion and growth mind-set within the school community where all views are valued and taken into account

Overseeing teaching and learning

- Be an excellent professional role model, exemplifying a high standard of teaching, resilience and promoting high expectations for all members of the school community.
- Work with the Headteacher to raise standards through staff performance management, mentoring, coaching and development

Assistant Headteacher Shaftesbury High School, Job Description

- Assist with the development and delivery of training and support for staff, so that they can grow in the areas of leadership, teaching and learning
- Lead the development and review of agreed aspects of the curriculum including planning, recording, reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils
- Assist the senior leadership team in managing the school through strategic planning and the formulation of policy and delivery of the strategy, ensuring management decisions are implemented
- Support the senior leadership team with the processes involved in monitoring and evaluating the quality of teaching and learning taking place throughout the school, including lesson observations, to ensure a consistently high quality
- Ensure the systematic teaching of basic skills and the recording of impact, is consistently high across the school
- Ensure robust, comparable evaluation of school performance, progress data, particularly against EHCPs and actions to secure improvements
- Ensure through leading by example the active involvement of pupils and staff in their own learning

Developing self and others

- Support the development of collaborative approaches to learning within the school and beyond
- Support the induction of staff new to the school and those being trained within the school as appropriate
- Participate in the selection, appointment and induction of teaching and support staff as appropriate
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn
- Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting
- Work with the senior leadership team in ensuring an appropriate programme of professional development for staff, in line with the school development plan and performance management including coaching and mentoring as appropriate
- Lead the annual appraisal process for all identified support and teaching staff

Managing the organisation

- Contribute to regular reviews of the school's systems to ensure statutory requirements are being met, feeding back to Governors where necessary
- Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication
- As appropriate and under the leadership of the headteacher, undertake activities related to professional, personnel/HR issues
- Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, probation, capability of your key stage
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school
- Be a proactive and effective member of the senior leadership team
- Contribute to the day-to-day effective organisation and running of the school

Assistant Headteacher Shaftesbury High School, Job Description

- To undertake any professional duties, reasonably delegated by the headteacher

Securing accountability

- Support the staff and governing body in fulfilling their responsibilities with regard to the school's and teacher's performance
- Contribute to the reporting of the school's performance to the school's community and partners
- Promote and protect the health and safety welfare of pupils and staff
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school- including both their mental and physical health

Strengthening community

- Assist the senior leadership team in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
- Develop and maintain contact with all specialist support services as appropriate
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Attend meetings with parents and carers as appropriate to ensure positive outcomes for all parties
- Strengthen partnership and community working- seeking employers for our students, funding for school projects and enrichment of the curriculum.
- Promote positive relationships and work with colleagues in other schools and external agencies- we approach this based on positive psychology techniques

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Assistant Headteacher Shaftesbury High School, Job Description

Person Specification

Assistant Head teacher – Leadership Scale points 7-12 (Outer London)

Introduction

In order to meet the high standards expected of a leading professional in our school, the governing body is seeking to employ a person with the following qualities, experience, skills and abilities.

Criteria:		
	<i>Essential</i>	<i>Desirable</i>
Qualifications/ Training		
	QTS 'Working Together in Safeguarding Children' or similar course L2	Recognised management qualification Post graduate SEN courses A SENCO qualification (or working towards)
Professional Development		
	Evidence of sustained participation in INSET especially school leadership and management programmes or similar A self-awareness of own professional strengths and areas for further development (including leadership and management). A record of continuous professional development that includes training in leadership and management.	Participation in work with other schools/agencies Experience of leading internal and/or external training, representing their school and/or subject expertise.
Experience		

Assistant Headteacher Shaftesbury High School, Job Description

Teaching	<p>At least 5 years classroom teaching experience with pupils with a range of needs (not specifically SEN schools).</p> <p>Experience of leading a significant curriculum development to implementation and embedding</p> <p>Experience of behaviour management</p> <p>Creative approach to individualised learning, basing it around EHCPs</p>	<p>SEN classroom teaching experience</p> <p>Knowledge of other schools and educational establishments.</p> <p>Evidence of pastoral and curriculum leadership across the school over a Key Stage.</p>
Management Responsibility	<p>Experience of taking a lead role in the assessment of pupil progress and achievement</p> <p>Experience of monitoring and evaluating teaching</p> <p>Experience at Middle Management level or above.</p>	<p>Experience in accessing and analysing relevant data.</p> <p>Knowledge of the statutory requirements and other relevant legislation relating to school leadership and management in SEN</p> <p>Experience of conducting performance management</p> <p>Experience of improving organisational staff efficiency</p>
Safeguarding	<p>Knowledge of the statutory Requirements and other relevant legislation relating to child protection procedures and safeguarding</p> <p>Current, enhanced DBS clearance</p>	<p>Experience of handling sensitive information professionally</p>
Knowledge and Understanding		
National Framework	<p>Knowledge of Statutory education frameworks, including governance. In particular the recent Children and Families Act, and the new SEND Code of Practice</p> <p>Sound understanding of the OFSTED Framework</p>	<p>Knowledge of building, communicating and implementing shared vision</p> <p>Experience of OFSTED and its follow up</p>
Teaching and Learning	<p>Understanding and ability to consistently model exceptional professionalism in organisation and delivery of outstanding learning environments.</p> <p>Knowledge of a range of learning, communicative, physical, sensory and associated behaviour difficulties</p> <p>Practical understanding of how effective teaching, evaluation strategies and target-setting are used</p>	<p>Knowledge of a range of SEN and complex needs.</p> <p>Understanding of the pathway from Educational Health Care Plans to the classroom</p> <p>Experience of critical appraisal of interventions</p>

Assistant Headteacher Shaftesbury High School, Job Description

	<p>meet the complex needs of pupils</p> <p>Understanding of actions to be taken to promote British values, racial harmony and prepare pupils to live in a culturally diverse society.</p> <p>A teaching style that demonstrates an understanding of learning, ranging from sensory engagement to critical thinking, that prioritises lifelong learning in a digital generation.</p>	
Parents and community	<p>Understanding of the role played by parents/carers and the community in raising standards.</p> <p>Understanding of the role played by the environment, both in the school and the local community in raising expectations</p>	Experience of working with parent/carers and businesses to raise standards and involvement in the local community
Skills		
Leadership and Management	<p>Ability to understand and lead change, provide clear vision and command respect.</p> <p>Ability to motivate pupils and staff</p> <p>Ability to delegate responsibility and set high standards as a focus for improvement</p>	<p>Able to contribute to schools self-evaluation process building and sustaining a learning community</p> <p>Experience of impacting positive change in organisations and individuals</p> <p>Experience of seeking efficiency</p> <p>Incisive and clear strategic and critical thinker</p>
Relationships	<p>Able to establish and develop trusting, professional and positive relationships and liaise effectively with all involved in and out of the school.</p> <p>Strategies for communication (including digital), both within and beyond school</p>	Experience of working within the schools wider community and children's services and models of school, home, community and business partnerships.
Interpersonal and Communication Skills	<p>Ability to communicate effectively in writing and orally including new technologies, their use and impact</p> <p>Positive, optimistic and energetic approach to work</p> <p>An understanding and ability to remain resilient under pressure, including reflective practice.</p> <p>Able to deal sensitively with people and resolve conflicts.</p> <p>Social, emotional and practical intelligence and application</p>	The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of school performance

Assistant Headteacher Shaftesbury High School, Job Description

Essential Additional Skills and abilities:	
<ul style="list-style-type: none"> • Suitability for work with children and young people; • Enhanced DBS clearance • The ability to relate positively with the head teacher, pupils, colleagues, parents, carers, governors, external partners and agencies and any others who contribute to the work of the school • The ability to organise and manage work effectively i.e. being able to prioritise and organise tasks, make decisions, support and delegate where appropriate • To have high expectations of pupils' learning, attainment and behaviour and of one's own professional abilities and those of colleagues 	
Essential Personal Qualities (for interview):	
Self Awareness <ul style="list-style-type: none"> • Emotional self-awareness • Accurate self-assessment • Self confidence • Social and emotional Intelligence • Able to reflect and respond positively to criticism 	Social Awareness <ul style="list-style-type: none"> • Empathy • Organisational awareness
Self Management <ul style="list-style-type: none"> • Emotional self-control • Transparency • Adaptability • Initiative • Optimism 	Relationship Management <ul style="list-style-type: none"> • Develop others • Inspirational leadership • Change catalyst • Influence • Conflict management • Team work and collaboration

Amended by MS 2017

