**ASSISTANT HEAD TEACHER JOB DESCRIPTION**

**Post title:** Assistant Headteacher – Phase 1 or Phase 2

**Grade:** Leadership Scale, points 4 – 8

**Responsible to:** Headteacher, Deputy Headteacher

**Responsible for:** Staff within phase

**Purpose of the job:**

The Assistant Headteacher is required to carry out the duties of a school teacher as set out in the School Teachers' Pay & Conditions Document and to meet all Teacher Standards

The Assistant Headteacher is expected to support the leadership of the school in:

* Formulating the aims and objectives of the school through clear school improvement planning
* Establishing the policies through which they should be applied
* Managing staff and resources to that end
* Monitoring progress towards their achievement
* Implementing child protection policy and procedures and ensuring all children are safeguarded at Wellington

**The main areas of responsibility will be in:**

**Organisation**

* To take responsibility for the day to day running of the phase ensuring that all personnel are well informed and have all the information they need in order to carry out their professional duties effectively
* To take a leading role in the establishment and maintenance of good and trusting relationships within the phase and across the school, through sound communication and consultation procedures both within the school and with all appropriate agencies, including governors
* To organise timetables and cover across the phase as required
* To assist the Headteacher in the deployment of staff across the phase
* To use resources (including finances) innovatively and effectively to raise achievement levels of all children in the phase

**Leading teaching and learning**

1. To play a leading role in the promotion of high standards of achievement and equal opportunities promoting and developing Wellington’s policies and practices
2. To demonstrate excellent practice as a teacher and maintain a good knowledge of current thinking in primary education
3. To monitor teaching across the phase, ensuring the highest standards are achieved, and supporting staff to develop and maintain outstanding practice
4. To monitor the quality of learning, ensuring pupil work is of a consistently high standard and feedback supports children in making progress and feeds into planning and target setting
5. To work in the classroom alongside colleagues in order to support initiatives for raising achievement and the quality of teaching and learning
6. To take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
7. To cover classes when teachers are engaged in CPD and school development activities
8. To lead and develop assessment practices, taking into account current initiatives
9. To ensure assessments are taking place regularly and systematically according to school policy and that staff are given opportunities for moderating work in order to make accurate judgements in the ongoing assessment of children
10. To ensure the progress of pupils is rigorously monitored through analysing data and running pupil progress meetings to ensure accelerated progress, and implementing support plans when achievement is not strong
11. To lead and develop practices which narrow the gap between groups of pupils

**Curriculum leadership**

* To lead a core subject area of the curriculum, working in partnership with other subject leaders
* To monitor and support the delivery of the curriculum by working alongside staff as they plan (long term, medium and short term)
* To work closely with other senior leaders to monitor the development of the curriculum and to ensure that everyone in the phase team follows the actions stated in the phase action plan and the School Development Plan
* To contribute to the development of education, for example, sharing effective practice, working with partnership schools and promoting innovative initiatives

**Staff development**

* To support Appraisal Reviews and staff CPD in line with individual performance targets and whole school priorities
* To offer advice and support to teaching and other colleagues regarding their training needs, in line with priorities set out in the School Development Plan, including planning and leading training and development opportunities
* To ensure that all newly appointed staff have adequate support as part of their initial and ongoing induction
* To work alongside other leaders and advisory staff involved in supporting the development of the school
* 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
* To develop links with partnership schools to support staff development

**Pastoral care and safeguarding**

* To have a high profile and actively engage with pupils and parents/carers to support children’s achievement and wellbeing, both in the phase and across the school
* To work closely with the Inclusion Leader and other staff to ensure that all pupils within the phase who have additional needs are identified early and have adequate provision to meet their individual targets and make good progress
* To co-operate and work with relevant agencies to protect children

**Behaviour management**

* To work with the Headteacher and school leaders to ensure that all staff know, understand and implement the school’s behaviour and anti-bullying policy
* To ensure that there is a consistent approach to discipline throughout the phase and across the school so that all staff are   
  -implementing the behaviour policy  
  -establishing and maintaining good order   
  -promoting the sensitive treatment of individuals
* To meet parents of pupils who have consistently poor behaviour in line with the school’s behaviour policy
* To create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment

**Parents, the community and extended schools**

* To play a full part in the life of the school community
* To work in partnership with other leaders to ensure the school maintains good relationships with parents and carers
* To liaise with phase staff in order to develop a partnership with parents which will enhance children’s learning
* To encourage parents to participate in the life of the school in a variety of ways
* To co-ordinate and assist school events
* To organise and lead assemblies

**Health and Safety**

* To work in partnership with other leaders and the Premises Manager, ensuring that all staff know, understand and implement the school’s health and safety policy

**Working with the Governing Body**

* To attend meetings of the Governing Body as required

**Additional responsibilities and general requirements**

* Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Headteacher, including deputising for other members of the senior leadership team in their absence
* Work in co-operation with colleagues and establish and maintain good relationships with staff and children
* Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination
* Participate in the school’s appraisal and professional development scheme, ensuring that objectives are set and met within the agreed time-scale
* Attend and participate in relevant training (including Training and Development days), sharing knowledge and ideas gained with colleagues

*The role of the Assistant Headteacher will be reviewed annually and possibly amended according to the changing needs of the school. These changes will be made in consultation with the Headteacher.*

**ASSISTANT HEADTEACHER – PERSON SPECIFICATION**

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**Grade:** Leadership scale 4 – 8

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**Responsible for:** Staff within the phase

**Purpose of the job:**

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The Assistant Headteacher is expected to support the leadership of the school in:

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| Selection criteria | | Essential/Desirable |
| Qualifications | Q1. Qualified teacher status | E |
| Q2. Proven track record of CPD | E |
| Q3. Evidence of additional further educational qualifications | D |
| Experience | E1. At least 5 years successful teaching experience within the primary age range as an outstanding teacher | E |
| E2. Leadership experience within the primary age range | E |
| E3. Experience of teaching within more than one key stage | D |
| E4. Experience within the relevant phase | E |
| E5. Experience of working with and involving school governors | D |
| E6. Experience of working with and developing links with the school community | D |

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| Selection criteria | | Essential/Desirable |
| Knowledge and understanding | K1. Understanding of how children learn | E |
| K2. Knowledge and understanding of current developments and best practice in education and assessment | E |
| K3. Knowledge and understanding of data analysis and how to use data to set targets for improvement | E |
| K4. Confident use of ICT, including classroom technologies | E |
| K5. Knowledge and understanding of appraisal and its use to develop staff and meet school development targets | E |
| K6. Knowledge and understanding of the statutory requirements of legislation concerning equal opportunities, health and safety and SEN | E |
| K7. Good understanding of child protection procedures and safeguarding children in a school setting | E |
| Skills | S1. Ability to initiate and manage change | E |
| S2. Ability to improve teaching and learning | E |
| S3. Ability to lead and manage people to work effectively, both individually and in teams | E |
| S4. Ability to lead and participate actively in CPD | E |
| S5. Ability to seek advice and support when necessary | E |
| S6. Ability to deal sensitively with people and resolve conflicts | E |
| S7. Ability to investigate and resolve problems and make decisions | E |
| S8. Ability to communicate effectively, taking into account the views of others, including effective oral and written communication and excellent presentation skills | E |
| S9. Ability to organise work effectively, prioritising and managing time, working under pressure to meet deadlines and setting personal goals | E |
| S10. Ability to promote the learning ethos of the school, supporting our vision for excellent education which develops happy, confident, successful and caring global citizens | E |
| S11. Ability to ensure environments are welcoming, well-organised and fully supportive of children achieving their very best | E |
| S12. Ability to provide support and advice to the Governing Body, to enable it to meet its responsibilities | E |
| Personal qualities | Q1. Respect for the views of all stakeholders and a commitment to their involvement in the learning process | E |
| Q2. Ambition, energy, enthusiasm, determination and drive | E |
| Q3. Reliability, professionalism and integrity | E |
| Q4. Thoroughness and efficiency, with an attention to detail | E |