



## VACANCY DETAILS

### Assistant Headteacher

**Job title:** Assistant Headteacher

**Responsible to:** Deputy Headteacher

**Salary:** Negotiable upon experience

**Hours of work:** Monday to Thursday 08.00 – 17.00, Friday 08.00 – 15.00

**Terms:** Permanent, full time

**Starting:** September 2018 or sooner by negotiation

## OVERVIEW

Marylebone Boys' School is a Free School which opened in September 2014. We now have 480 boys in Years 7-10 and we will keep growing year by year until the school is full. We will add a mixed Sixth Form from 2019 and will eventually have over 800 pupils studying at our school.

We are an inner-city boys' school with a cohort of 50% Pupil Premium students. We are an academically rigorous school with an emphasis on good behaviour, commitment to learning and outstanding teaching, where knowledge is valued and available to all who are prepared to work for it. Expectations are high for all pupils. Those who need extra time and support will be helped and expected to achieve their full potential. Our motto is "studio et industria", which can be translated as "through application and hard work".

We follow safer recruitment practices and appointments are subject to a satisfactory enhanced DBS.

## PURPOSE

We are seeking to appoint an Assistant Headteacher who will be a key member of the Senior Leadership Team. You will work with the Senior Leadership Team, which is made up of the Headteacher, Deputy Headteacher, two existing Assistant Headteachers and the School Business Manager, to create an exciting learning environment with an emphasis on academic excellence and high standards of behaviour. This is a great opportunity to bring to life the vision and strategy in the creation of a brand new school.

The role has come about because of our growth into another Key Stage as the school grows year by year, meaning that we will require an additional member of the Senior Leadership Team for the next academic year. The school will move into its permanent site at Paddington

Basin in September 2018 and the new Assistant Headteacher will have a major input in ensuring new facilities are used to the best advantage of our students.

All SLT members will play a crucial role in shaping the strategic direction of the school and support the Headteacher in determining the long term vision.

SLT will lead on delegated areas of responsibility where they will develop and implement standard operation procedures to ensure the smooth running of the school.

The SLT will lead a climate of learning where they act as role models of classroom practice and discharge their teaching duties effectively. The SLT will be models of outstanding behaviour to all staff and students, ensure they have high visibility around the school, throughout the day, at school events and in and out of school time.

In addition SLT members will:

- Undertake any professional duties of the Headteacher as reasonably delegated by the Headteacher.
- Carry out the professional duties particularly assigned within the specific job description below.
- Provide support for staff and students.
- Ensure the smooth running of the school and adherence to the various procedures within which the school operates and upon which its ethos and core values are based.
- Be an active member of the SLT.
- Undertake teaching responsibilities as appropriate.

## **JOB DESCRIPTION**

The AHT will have responsibility for the following within a Key Stage:

### **Curriculum**

Strategic planning – oversight of the curriculum implementation.

Timetable – input into the school curriculum plan, staffing, rooming, timetabling.

Staffing – coordination of staffing plan, involvement in recruitment.

Cross-curricular – coordination of collaborative activities and projects, curriculum.

Enrichment provision of extra-curricular activities.

### **Pupil progress**

Assessment – assisting the coordination of regular and timely progress checks, analysis of results and dissemination to various parties

Exams – assisting the coordination of internal exams and baseline testing

Reports – assisting the coordination of reporting system

Progress monitoring – coordination of intervention strategies, overall responsibility for individualised learning within the key stage

Information – provision of key performance indicators for governors of key stage others

Progress monitoring – coordination of intervention strategies, overall responsibility for individualised learning

## **School Self Evaluation**

Contribute to the overall self-evaluation of the school and lead on student voice within the key stage.

### **Pupil welfare and behaviour for learning**

Work in conjunction with the heads of house in establishing effective behaviour for learning for pupils within the key stage.

Work with outside agencies in providing suitable provision for students requiring additional welfare support.

Work with the SLT to manage behaviour, rewards and sanctions, and manage exclusions.

### **Transition**

Manage transition of students from one key stage to the next.

### **Policies**

Implementation and review of relevant policies with the support of the Headteacher and Governing Body

### **School events**

Lead on relevant parent progress meetings

Lead on the 'year ahead meetings'

### **Line management**

The line management of specified departments, heads of house and the performance appraisal of designated staff

### **Accountable to**

Headteacher, Deputy Headteacher and Governor Link.

The duties listed above are not an exhaustive list; employees will be expected to comply with any reasonable request from the Headteacher or line manager that is not specified in this job description. The school will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment for disabled applicants, or for continued employment for any employee who develops a disabling condition. This job description is current at the date advertised but may, in consultation with you, be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

## **PERSON SPECIFICATION**

	Essential	Desirable
Qualifications	Qualified teacher status  Good honours degree in a relevant subject  Recent evidence of involvement in professional development – delivering and receiving	A management qualification, either gained or working towards eg Leadership Pathways, NPQSL

Experience	<p>Success in a subject in a secondary phase, preferably at an urban multi-cultural school</p> <p>Leading and managing a department, year group or key stage</p> <p>Leading or playing a significant role in a number of whole school initiatives</p>	<p>Experience of teaching at A level</p> <p>Experience of working with boys and knowledge of their particular learning styles</p> <p>Experience of building relationships with parents, stakeholders and the wider community</p>
Knowledge and understanding	<p>An understanding of the challenges facing the leaders of a successful school including recognition that there are responsibilities in the school holiday periods especially at external results time</p> <p>A commitment to meeting the personal needs of every child</p> <p>A belief in the role of individual learning in education with the ability to articulate and deliver this vision, to staff and ultimately to students</p> <p>Excellent strategies for discipline</p> <p>A dedication to high standards</p> <p>A strong belief in working in partnership with others</p> <p>The ability to market and represent the school to different stakeholders.</p> <p>The aptitude to continue to move the school forward</p>	<p>Strategies for improving standards of learning and achievement especially for high ability pupils and those with English as an additional language</p> <p>Knowledge of how to handle personal issues with tact and diplomacy, especially those faced by boys</p> <p>The ability to evidence and apply good understanding of the role of parents and community in school improvement across a range of cultures</p> <p>The ability to evidence and apply secure knowledge and up to date understanding of child protection, safeguarding issues and procedures and the ability to keep children and young people safe.</p> <p>Knowledge of pastoral care, especially in relationship to boys</p>

	An ability to assess data and communicate its findings, and act upon them	
Personal attributes	<p>A successful enhanced DBS check</p> <p>Strategic planning ability</p> <p>Excellent communication skills, both verbally and on paper</p> <p>Ability to work under pressure</p> <p>Ability to acknowledge excellence and challenge poor performance across the school</p> <p>Ability to develop, empower and sustain individuals and teams</p> <p>Ability to challenge, influence and motivate other to attain high goals in a positive environment</p> <p>Excellent inter personal skills and the ability to influence others</p> <p>Reliability and integrity</p> <p>Good personal organisation</p> <p>Attention to detail</p> <p>A great sense of humour</p> <p>A willingness to participate in any aspect of school life, as might be expected during the early stages of a new school.</p>	<p>Range of interests</p> <p>Experience of mentoring and coaching</p>

## APPLICATION PROCESS

- Contact us if you would like more information or a telephone conversation about the school or the position: [jobs@maryleboneschool.org](mailto:jobs@maryleboneschool.org).
- If you would like to arrange a school visit or a telephone conversation, please contact the Headteacher's PA on [jobs@maryleboneschool.org](mailto:jobs@maryleboneschool.org).
- Complete the application form fully, including the separate supporting statement (maximum 2 pages).
- In your supporting statement, please describe how your experiences to date would prepare you for an Assistant Headteacher role at Marylebone Boys' School.
- The deadline for all applications is Wednesday 29 November 2017.

## INTERVIEW PROCESS

- Interview process and timing: we will publish the timing of shortlisting and interviews very shortly. We will only interview candidates who provide 2 satisfactory references in advance, of whom one must be your current Headteacher.
- The interview process will include panel interviews and lesson observation.
- Candidates will have the opportunity to meet the Headteacher and Governors, and to ask questions.
- We will inform all candidates of the outcome of their application and provide feedback to those who are unsuccessful.

## A NOTE FROM THE HEADTEACHER, MR RICHARD ARDRON

I am delighted that you have expressed an interest in the position of Assistant Headteacher at Marylebone Boys' School.

The staff care passionately about the well-being of the children and are driven to ensure their educational experience is the best it can be. Our students are vibrant, enthusiastic learners and actively engage with the extensive range of opportunities available to them.

The successful applicant to this post will join a team committed to securing the highest quality learning experiences so that all of our students receive an outstanding education. We work hard to create a culture where knowledge is valued and available to all who are prepared to work for it.

Furthermore, our successful applicant will be dedicated, creative and talented with the ability to inspire others. They will model outstanding practice in the classroom and in all interactions with parents, Governors, colleagues and of course the students. They will need the ability to work following their own initiative and also the skills to work closely as part of the team.

You will find further information about us on our school website, the TES Careers page and of course you can contact me directly via [jobs@maryleboneschool.org](mailto:jobs@maryleboneschool.org) if you wish to know anything further. I would equally be happy to meet you in person if you would like to organise a visit or telephone conversation. I look forward to hearing from you.



Richard Ardron  
Headteacher.