
Ealing Fields High School: Associate Headteacher

Job Description

Job Title:	Associate Headteacher
Grade:	L20 – L25 (£70,310 - £78,497)
Line Manager:	Executive Headteacher
Supervisory Responsibility:	SLT Team <ul style="list-style-type: none">• DH Staff (Progress & Development)• Assistant Headteachers (KS3 & KS4)

Main purpose of Post

To ensure Ealing Fields High School meets Trust strategic aims and long term goals* by:

- Leading the continued improvement of curriculum design and delivery
- Driving standards of academic performance, teaching & learning, behaviour and SMSC
- Ensuring school management systems are well set up and effectively used

**see page 7*

Outcomes

Achievement

- Curriculum model is appropriately designed and staffed to meet the needs of all pupils
- Pupil progress is outstanding

Teaching

- Curriculum Planning & Assessment are consistent and effective in all subject areas
- Curriculum delivery is of a high standard
- Effective systems are in place for 'at-risk' staff

Behaviour

- There is an effective whole school learning culture reflected in exemplary in-class and independent learning behaviour
- General conduct is outstanding
- Effective systems for support are in place for 'at-risk' students

Leadership

- The Christian identity of the Trust is clear from the SMSC life of the school at individual student/staff level as well as institutionally
- School management systems are efficient & effective
- Resources are well managed
- The school has an excellent reputation in the local & wider community

Specific responsibilities and tasks

Achievement

Curriculum model is appropriately designed and staffed to meet the needs of all pupils

- Ensure the school curriculum is appropriately balanced to ensure the development of the whole pupil in line with the 10:10 ethic (e.g. including curricular & extra-curricular, pastoral and additional support programmes)
- Undertake regular reviews of the school curriculum in line with the Trust curriculum policy and in the light of pupil progress, whole school self-evaluation and changes in Government requirements / other external pressures
- Ensure financial implications of modifications to the curriculum are considered at school and Trust level
- Inform and resource the Governors' Curriculum Sub-committee

Pupil progress is outstanding

- Ensure quarterly reviews of pupil progress are undertaken at individual teacher, Head of Dept / Head of Year and Senior Leadership level
- Ensure underachievement is addressed at individual teacher, Head of Dept & Senior leadership level

Teaching

Curriculum Planning & Assessment are consistent and effective in all subject areas

- Ensure all department teams have appropriately planned curriculum programmes for all year groups
- Ensure high quality resources are shared within department teams to stimulate professional development and ensure high quality delivery
- Monitor & support the development of Copia at school level and as a resource for parents
- Monitor & support the development of G4S to ensure it is an effective resource for staff, students & parents
- Lead curriculum & assessment sections of Developing Teachers & Developing Leaders programmes to ensure all staff become confident practitioners in this area

Curriculum delivery is of a high standard

- Ensure systems for routine lesson sampling, booklooks and formal lesson observation are in place
- Ensure systems for moderation and standardisation of lesson delivery and student outcomes are in place
- Ensure a culture of peer observation / peer review is developed to encourage professional engagement & interest in high quality teaching & learning
- Review the annual training / staff support programme to ensure it meets the needs of all staff in terms of delivery in subjects and in the pastoral programme
- Ensure the specific Trust staff development programmes (Developing Teachers and Developing Leader) meet the needs of staff at school level
- Ensure resources are targeted at appropriate external training / support as required (Ealing support networks, ASCL briefings / conference, examination board training, external CPD etc)
- Liaise with Executive to ensure programme of external reviews supports internal self-evaluation

Effective systems are in place for 'at-risk' staff

- Ensure performance management systems are fully operational in line with Trust policy
- Ensure individual & team support plans are drawn up to address issues identified in individual or subject review

Behaviour

There is an effective whole school learning culture reflected in exemplary in-class and independent learning behaviour

- Ensure key elements of the Trust learning culture are transparently communicated to students at school level through subject teachers/teaching and pastoral staff/programmes
- Ensure student planners and whole school display and pastoral programmes support a sustainable learning culture
- Ensure Departmental practices support and teach consistent learning skills and habits (subject specific and in line with Trust Learning Disciplines)
- Ensure Training & Induction programmes are in place to support staff to make common expectations clear

General conduct is outstanding

- Ensure sanction and rewards systems are in place (in line with trust Behaviour policy) and are consistently used
- Undertake routine and occasional checks of classroom and out of class behaviour
- Oversee the investigation of any serious incidents & ensure high level sanctions are used appropriately (in line with Trust policy and DFE guidelines)
- Inform and resource the Governors' Student Sub-committee

Effective systems for support are in place for 'at-risk' students

- Monitor the effectiveness of low level interventions designed to support vulnerable students and students at risk of underachievement or exclusion (e.g. at classroom teacher and Head of Dept / Head of Year level)
- Ensure higher level / intensive interventions are in place for identified individuals or groups
- Maintain close liaison with Trust Head of Learning & Inclusion to ensure routine intervention programmes form an integrated part of the curriculum model

Leadership

The Christian identity of the Trust is clear from the SMSC life of the school at individual student/staff level as well as institutionally

- Monitor the quality of assemblies and whole school celebration services to ensure these meet with Trust standards
- Monitor the quality of the pastoral programme
- Ensure student leadership & wider learning are an integral part of the student experience
- Ensure school students are successfully inducted into the school / Trust ethos
- Ensure school staff are successfully inducted into the school / Trust ethos
- Ensure parents are well informed of school ethos & expectations, systems and developments
- Maintain close oversight of student recruitment at Yr 7 & Yr 12, ensuring that the school ethos & Christian identity is well communicated

School management systems are efficient & effective

- Oversee timetabling process
- Liaise with Director of Finance and Operations & Heads of Trust services (HR/ICT/Data/Business & Communications/Finance and Facilities) to ensure systems are effective and staff are well served
- Liaise with Executive Head & Heads of Specialisms (Music, Languages, Chaplaincy, Teaching School, Science and Learning & Inclusion to ensure a high quality of delivery is achieved)
- Oversee & manage creation of annual school calendar in line with agreed Trust term dates
- Oversee the operation of the school performance management system and make recommendations for pay progression as required

- To establish whole school student progress targets in line with the delivery of the strategic targets of the Trust (represented in the Trust's 3 year business plan)
- To lead the Senior Leadership Team in preparing for the delivery of the school development plan at all levels of the school
- To identify the focus, and manage the delivery, of the annual whole school training days (in liaison with the Trust Executive team)
- To lead self-evaluation process at whole school / middle leadership and teacher level (including formal termly reporting process, and the informal processes which inform these)
- To agree whole school development targets as a result of the school self-evaluation process and in line with the overall objectives of the Trust (in liaison with the Trust executive team)
- To undertake quality assurance of day to day routines (e.g. from Duty Rotas to whole school procedures)
- To oversee whole school events (e.g. assemblies, parents meetings and public events)
- To lead and motivate the Senior Leadership Team in the delivery of their individual roles and contribution to team delivery
- Ensure the local governing body and its two principle sub-committees (Curriculum and Student) are appropriately resourced
- Meet weekly with the Local Chair of Governors to provide operational updates as appropriate, including Exclusions, Complaints, Staff Grievance or Discipline, and unexpected absence.

Resources are well managed

- Draw up and annual development plan in line with Trust targets
- Identify areas requiring additional investment and present at Executive planning sessions
- Identify areas for reduction as required
- Draw up an annual staffing diagram in line with the development plan, curriculum model and within the agreed staffing budget
- Undertake a regular review of school level expenditure & plan for expansion or reductions as the budget requires.
- Liaise with Executive head over long term strategic development projects (including in 2017-20 development of new school buildings , staff restructuring & CPD programmes)
- Inform and resource the Full Governing Body
- Produce a quarterly report based on whole school quarterly self-review
- Monitor staff & student recruitment and liaise with Executive Head over the management of changes of adverse trends
- To manage the effective deployment of the school budget including identification of minor capital projects

The school has an excellent reputation in the local & wider community

- Ensure that good news is celebrated within the school community, on the website and in local media
- Ensure that the school website contains all relevant information for prospective parents, parish clergy and interested parties
- Manage negative publicity or events which hare likely to damage the school's reputation

Other

All staff are expected to make a contribution to the wider life of the school (enrichment activities, clubs, trips & visits or support activities).

Key measures of success

- 80% or more of students meet end of year targets in all core subjects (with an overall internal value-added measure which is positive) (NB Benchmarks for AS & A-Level vary & are defined in the Performance Management policy)
- External value added measures place the school in the top 10% of schools
- Attendance above 95%
- Punctuality rates above 98%
- Exclusion rates less than 3%

Person specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • University graduate with a good degree • Qualified Teacher Status 	<ul style="list-style-type: none"> • Further degree in relevant subject (e.g. MA in Education) or higher level management qualification (e.g. NPQH)
Knowledge, Skills and Experience	<ul style="list-style-type: none"> • Relevant successful teaching experience in a secondary school, and with successful outcomes in public examinations • Sustained experience in Middle Leadership • A proven record of success in raising standards • Relevant experience as Deputy Headteacher or equivalent • Experience of monitoring delivery at Middle Leadership • Experience of the use of student results analysis outcomes to inform practice and target improvement • Experience of leading internal quality assurance • Successful experience of meeting the standards outlined in the Ofsted framework. • Successful experience of team leadership & management of staff • Understanding of staffing procedures & their use. • An understanding of recent curriculum and teaching/learning developments • An understanding of the strategies required to motivate and enthuse all students across the age and ability range to progress as part of a whole school approach to raising achievement • An understanding of the processes and techniques required to assess record and report students' learning effectively. • A commitment to the principles and practices of Assessment for Learning • Experience of teaching the National Curriculum in your subject at KS3 and or 4 and or 5 • Experience of supporting pastoral systems at a whole school level • Thorough understanding of issues relating to the safeguarding of children and young people • Experience of leading assemblies 	<ul style="list-style-type: none"> • Successful leadership of a curriculum area within EBAC portfolio • Evidence of further professional development • Experience of leading extra-curricular activities. • Experience of budget setting and budget management • Relevant successful teaching / leadership experience in an <u>outstanding</u> secondary school

	<ul style="list-style-type: none"> • A commitment to uphold the Christian values of the school • A commitment to developing the Spiritual, Moral, Social and Cultural life of the school in line with the Trust vision and SIAMS framework 	
Equal Opportunities & Educational Commitment	<ul style="list-style-type: none"> • Energy and reflectiveness in their own practice of relating to Teaching and Learning and Curriculum Development • A proven commitment to inclusion • A proven commitment to curriculum access and opportunity • A proven commitment to comprehensive education • A proven commitment to professional development • Support for the school's specialist status • Supports the school unreservedly in its commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults • A commitment to support and promote the school's Christian character 	<ul style="list-style-type: none"> • Proactive use of professional development to develop quality of teaching
Personal Qualities	<ul style="list-style-type: none"> • A strong commitment to, and ability to articulate and model, the values of the Twyford Trust • A firm approach to discipline, and good classroom management skills • An ability to work within, lead and motivate a team • A commitment to the highest standards in all areas of school life (behaviour, academic, enrichment). • A strong grasp of contemporary educational issues • A proven team worker with a very strong commitment to collaboration • Outstanding communication and inter-personal skills • An appropriate authoritative manner • Ability to set challenging and achievable targets and ensure their delivery • Good time management / able to multi task • Willing to contribute to the rich life of the school, including its extra-curricular offer • Clarity of vision/strategic thinker 	<ul style="list-style-type: none"> • A practising Anglican Christian or of any other Christian denomination • Resilience & flexibility • Creativity • The capacity to problem-solve • Enthusiasm for education and a vision for the school.
Any Additional Factors	<ul style="list-style-type: none"> • A commitment to personal and whole school development • Willing to contribute to the rich life of the school, including its extra-curricular offer 	

The Twyford Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo the child protection screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and Barring Service) and references from previous employers. For more information about the DBS please see <https://www.gov.uk/disclosure-barring-service-check>

You will also be expected to sign and adhere to the school's SAFEGUARDING CHILDREN & YOUNG PEOPLE and SAFE WORKING PRACTICE AGREEMENT which is available as a download on the school website Vacancies page.

***Trust Aims**

To communicate the love of God in Christ by providing and resourcing schools that:

- Model Christian distinctiveness within the Church of England family of school
- Serve the communities for which they are founded.
- Help every child gain a secure hope and a future (Jer 29:11)
- Resource the education profession through sharing best practice in innovative teaching and learning.

Trust Goals (2015-20)

1. Achieve 'Outstanding' grading (in SIAS & Ofsted inspections) at all Trust schools
2. Establish Teaching school as a core function within the Trust schools
3. Establish a centre of excellence for teaching and learning in 4 Trust specialisms (Music, Languages, Science and SMSC (RE /Ethics/Chaplaincy)
4. Expand Trust provision in a managed and sustainable way