



Grestone Academy
Part of Hamstead Hall Academy Trust

JOB DESCRIPTION

NAME:

SALARY: L7 – L11

JOB TITLE: Assistant Head of School – Phase Leader – EYFS & Year 1

START DATE:

CORE PURPOSE:

- To be a member of the SLT and to contribute to the strategic development of Grestone Academy as directed by the Heads of School.
- To work with the Senior Leadership Team to support staff and students to be the best that they can and work towards an environment where:
 - 1) All students make at least good progress.
 - 2) Teaching is consistently good or outstanding.

JOB PURPOSE:

- To support the aims and vision of the Trust
- To take particular responsibility for all aspects of leadership and management and teaching, learning and assessment within their allocated Phase.
- To assist the Senior Leadership Team in the leadership and management of the academy, including
- To contribute to towards the provision of a fully inclusive environment
- To contribute towards the development of an effective Academy Improvement Plan
- To work towards fulfilling the outcomes identified in the Academy Improvement Plan adopted by the Local Governing Body
- To coach and mentor staff to improve the quality of teaching
- To work in partnership with parents/carers to ensure the best outcomes for pupils
- To monitor all aspects of inclusion in the phase
- To be the Designated Safeguarding Lead for the phase
- To lead a Phase and support curriculum co-ordinators in carrying out their roles, including:
 - i) Monitoring and reporting on the quality of teaching, learning and assessment in their phase
 - ii) Monitoring and evaluating the effectiveness of teaching, learning and assessment across the curriculum
- To assist and support all teachers in carrying out their duties, including:
 - i) Planning and teaching lessons which meet the needs of all pupils
 - ii) Developing effective models of learning and teaching plans including single page profiles
 - iii) Day-to-day assessment strategies and reporting
 - iv) The delivery to every pupil of an appropriate curriculum
 - v) The ability to be a reflective practitioner – improving on previous best.
- To develop an effective team within the phase

MAIN (CORE) DUTIES

Operational/ Strategic Planning:

- To be qualified to work with children and to have undertaken relevant DBS, Health and Right to work in UK checks.
- To set high standards of teaching and learning for other colleagues to follow.
- To demonstrate an ambitious vision for EYFS/Year 1 within the academy with high standards for quality and performance.
- To be accountable for leading the development and implementation of appropriate resources, schemes of work, assessment and teaching and learning strategies for their phase.
- To monitor and review schemes of work to ensure they meet the needs of all pupils
- To be accountable for the day-to-day deployment of staff and physical resources.
- To be accountable for monitoring and following up student progress
- To implement Academy Policies and Procedures, e.g. Equal Opportunities, etc
- To ensure that school improvement plans reflect the needs of the children and staff with regard to the ongoing development in pedagogy.
- To lead, manage consolidate and improve the quality of teaching and learning throughout the school.
- Have accountability for leading, managing and developing the quality of teaching, learning and assessment.
- To lead, develop and enhance the teaching practice of other staff in relation to children with additional needs, so that learning is personalised.
- To link with staff necessary to ensure that the work in the curriculum area fully reflects the Academy's distinctive ethos and mission.
- To ensure that Health and Safety policies and practices are followed in line with Academy Trust procedures
- To ensure high standards of professional conduct and confidentiality at all times

Curriculum Development:

- To ensure equality of access to the curriculum for all pupils through the translation of the academy's aims into practice.
- To monitor the effectiveness of the curriculum to ensure it meets the needs of all pupils
- To take a leading role in monitoring and evaluating the academy's established Policies and Guidelines, with specific emphasis on teaching and learning.
- To lead and support appropriate practitioners and trainee practitioners to meet the diverse needs of children.
- To participate in all relevant directed time, staff meetings and contribute to debate and discussion of whole school issues and provide clear leadership.
- Develop effective liaison between academy and external agencies to provide maximum support for staff and their on-going CPD
- To plan and deliver effective in-service training that meets the needs of teaching staff, non-teaching staff and appropriate students and volunteers.
- To lead in the organising of budgetary control with regard the identified phase.
- To organise regular meetings of the Phase and oversee work plans
- To advise the leadership team on curriculum specific issues relating to planning, assessment, differentiation, special needs, monitoring and evaluation, resources and professional development.

Recruitment/ Deployment of Staff:

- To work with the Head of School and SLT to ensure that staff development needs are identified, through Appraisal reviews and targets, and appropriate programmes are designed to meet such needs.
- To introduce appropriate support CPD packages for staff both internal to school and external, evaluating the impact.
- To be a team leader for appraisal - monitoring, evaluating and improving the performance of other staff
- To participate in the shortlisting and interview process when required and to ensure effective induction of new staff in line with Academy procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the school's ITT programme, where applicable
- To be responsible for the day-to-day management of staff within the Academy and act as a positive role model.

Quality Assurance:

- Ensure all members of staff recognise and fulfil their statutory responsibilities for pupils in their care, securing the best possible achievement for all pupils and especially for vulnerable groups and those eligible for Pupil Premium
- To establish common standards of practice within the academy and develop the effectiveness of teaching and learning styles within the academy
- To monitor and evaluate the quality of teaching and learning through monitoring tools such as lesson observations, book scrutiny's, results evaluation reports surveys/questionnaires.....
- To ensure staff mark and assess pupils' work regularly and provide detailed and accurate feedback in line with the academy's marking policy.
- To take appropriate action to effect improvement as a result of internal and external monitoring and review processes.
- Provide regular reports to SLT/Governors/Directors that evaluate pupil achievement and provide appropriate action points.
- To monitor and evaluate the provision for SEND pupils in the phase in line with agreed academy procedures.
- To ensure that provision within the phase is monitored as part of the quality assurance procedures and form part of the academy's self review procedures
- To be involved in the academy programme of external reviews and to produce actions plans for future development
- To work with the Academy Trust and Inclusion Department to ensure consistency within the academy trust

Management Information:

- To support staff in the development of effective day-to-day assessment strategies to ensure that the curriculum responds to children's needs and to contemporary developments
- To ensure effective data tracking systems are in place to monitor pupils progress and to identify underperformance
- To make use of analysis and evaluate performance data provided.
- To identify and take appropriate action on issues arising from pupil data

Communications:

- To engage with parents and carers to support pupil's achievement and attitude to learning in line with academy policies.
- To plan and deliver parent / governor workshops
- To lead and chair meetings including phase team meetings and other meetings as directed by the Heads of School
- Maintain effective partnerships between parents and staff so as to promote pupil learning and provide information to parents regarding targets, achievements and progress.
- To liaise with the other Phase Leaders within the academy to ensure effective transition for the pupils.
- To submit progress reports to the Heads of School and/or Governing Body for their phase

Marketing and Liaison:

- To contribute to the Academy liaison and marketing activities, e.g. the collection of material for press releases.
- To lead the development of links with partner schools and the community with attendance where necessary at Open Evenings and other academy events
- To actively promote the development of effective academy links with external agencies.

Pastoral System:

- To share in the responsibility of maintaining an ethos that promotes positive attitudes and behaviour.
- To be responsible for upholding high standards of pupils behaviour in line with the academy's behaviour policy.
- Work with pupils, class teachers and curriculum co-ordinators to ensure realistic expectations of behaviour are set for all pupils.
- To be accountable for monitoring and supporting the overall progress and development of pupils in the phase.
- To put in place appropriate action plans to address underachievement of individual pupils and groups of students. E.g. Disadvantaged pupils
- To monitor student attendance together with pupils' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.

General:

- To be, by example, a source of inspiration for other members of staff so that the importance of good or better teaching is recognised and valued.
- To develop a team ethos that supports the development of effective phases.
- To model fair and equitable treatment of all stakeholders regardless of age, gender, race, and or religion.
- To Attend weekly SLT meetings and carry out all duties as expected of a member of the SLT as directed by the Head of School
- To adhere to the Academy Trust's staff code of conduct
- To attend governors meetings when required

Other specific duties particular to the post of Assistant Head of School: Phase Leader – EYFS & Year 1

Line Manager:

Assistant Head of School – Phase Leader – EYFS & Year 1 will be responsible to Head of School and through him/her to the Executive Principal.

Review

This job description may be subject to review and change to accommodate the changing needs of the Academy, after consultation, at the request of Executive Principal, Line Manager or postholder.

Signed _____ Postholder

_____ Head of School/Executive Principal

_____ Date

**Hamstead Hall Academy Trust (Grestone Academy) is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.
An enhanced DBS check is required for all successful candidates.**

February 2018



Grestone Academy
Part of Hamstead Hall Academy Trust

JOB DESCRIPTION

NAME:

SALARY: L7 – L11

JOB TITLE: Assistant Head of School – Phase Leader – Years 2, 3 & 4

START DATE:

CORE PURPOSE:

- To be a member of the SLT and to contribute to the strategic development of Grestone Academy as directed by the Heads of School.
- To work with the Senior Leadership Team to support staff and students to be the best that they can and work towards an environment where:
 - 1) All students make at least good progress.
 - 2) Teaching is consistently good or outstanding.

JOB PURPOSE:

- To support the aims and vision of the Trust
- To take particular responsibility for all aspects of leadership and management and teaching, learning and assessment within their allocated Phase.
- To assist the Senior Leadership Team in the leadership and management of the academy, including
- To contribute to towards the provision of a fully inclusive environment
- To contribute towards the development of an effective Academy Improvement Plan
- To work towards fulfilling the outcomes identified in the Academy Improvement Plan adopted by the Local Governing Body
- To coach and mentor staff to improve the quality of teaching
- To work in partnership with parents/carers to ensure the best outcomes for pupils
- To monitor all aspects of inclusion in the phase
- To be the Designated Safeguarding Lead for the phase
- To lead a Phase and support curriculum co-ordinators in carrying out their roles, including:
 - i) Monitoring and reporting on the quality of teaching, learning and assessment in their phase
 - ii) Monitoring and evaluating the effectiveness of teaching, learning and assessment across the curriculum
- To assist and support all teachers in carrying out their duties, including:
 - i) Planning and teaching lessons which meet the needs of all pupils
 - ii) Developing effective models of learning and teaching plans including single page profiles
 - iii) Day-to-day assessment strategies and reporting

- iv) The delivery to every pupil of an appropriate curriculum
- v) The ability to be a reflective practitioner – improving on previous best.
- To develop an effective team within the phase

MAIN (CORE) DUTIES

Operational/ Strategic Planning:

- To be qualified to work with children and to have undertaken relevant DBS, Health and Right to work in UK checks.
- To set high standards of teaching and learning for other colleagues to follow.
- To demonstrate an ambitious vision for EYFS/Year 1 within the academy with high standards for quality and performance.
- To be accountable for leading the development and implementation of appropriate resources, schemes of work, assessment and teaching and learning strategies for their phase.
- To monitor and review schemes of work to ensure they meet the needs of all pupils
- To be accountable for the day-to-day deployment of staff and physical resources.
- To be accountable for monitoring and following up student progress
- To implement Academy Policies and Procedures, e.g. Equal Opportunities, etc
- To ensure that school improvement plans reflect the needs of the children and staff with regard to the ongoing development in pedagogy.
- To lead, manage consolidate and improve the quality of teaching and learning throughout the school.
- Have accountability for leading, managing and developing the quality of teaching, learning and assessment.
- To lead, develop and enhance the teaching practice of other staff in relation to children with additional needs, so that learning is personalised.
- To link with staff necessary to ensure that the work in the curriculum area fully reflects the Academy's distinctive ethos and mission.
- To ensure that Health and Safety policies and practices are followed in line with Academy Trust procedures
- To ensure high standards of professional conduct and confidentiality at all times

Curriculum Development:

- To ensure equality of access to the curriculum for all pupils through the translation of the academy's aims into practice.
- To monitor the effectiveness of the curriculum to ensure it meets the needs of all pupils
- To take a leading role in monitoring and evaluating the academy's established Policies and Guidelines, with specific emphasis on teaching and learning.
- To lead and support appropriate practitioners and trainee practitioners to meet the diverse needs of children.
- To participate in all relevant directed time, staff meetings and contribute to debate and discussion of whole school issues and provide clear leadership.
- Develop effective liaison between academy and external agencies to provide maximum support for staff and their on-going CPD
- To plan and deliver effective in-service training that meets the needs of teaching staff, non-teaching staff and appropriate students and volunteers.
- To lead in the organising of budgetary control with regard the identified phase.
- To organise regular meetings of the Phase and oversee work plans
- To advise the leadership team on curriculum specific issues relating to planning, assessment, differentiation, special needs, monitoring and evaluation, resources and professional development.

Recruitment/ Deployment of Staff:

- To work with the Head of School and SLT to ensure that staff development needs are identified, through Appraisal reviews and targets, and appropriate programmes are designed to meet such needs.
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- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the school's ITT programme, where applicable
- To be responsible for the day-to-day management of staff within the Academy and act as a positive role model.

Quality Assurance:

- Ensure all members of staff recognise and fulfil their statutory responsibilities for pupils in their care, securing the best possible achievement for all pupils and especially for vulnerable groups and those eligible for Pupil Premium
- To establish common standards of practice within the academy and develop the effectiveness of teaching and learning styles within the academy
- To monitor and evaluate the quality of teaching and learning through monitoring tools such as lesson observations, book scrutiny's, results evaluation reports surveys/questionnaires.....
- To ensure staff mark and assess pupils' work regularly and provide detailed and accurate feedback in line with the academy's marking policy.
- To take appropriate action to effect improvement as a result of internal and external monitoring and review processes.
- Provide regular reports to SLT/Governors/Directors that evaluate pupil achievement and provide appropriate action points.
- To monitor and evaluate the provision for SEND pupils in the phase in line with agreed academy procedures.
- To ensure that provision within the phase is monitored as part of the quality assurance procedures and form part of the academy's self review procedures
- To be involved in the academy programme of external reviews and to produce actions plans for future development
- To work with the Academy Trust and Inclusion Department to ensure consistency within the academy trust

Management Information:

- To support staff in the development of effective day-to-day assessment strategies to ensure that the curriculum responds to children's needs and to contemporary developments
- To ensure effective data tracking systems are in place to monitor pupils progress and to identify underperformance
- To make use of analysis and evaluate performance data provided.
- To identify and take appropriate action on issues arising from pupil data

Communications:

- To engage with parents and carers to support pupil's achievement and attitude to learning in line with academy policies.
- To plan and deliver parent / governor workshops
- To lead and chair meetings including phase team meetings and other meetings as directed by the Heads of School
- Maintain effective partnerships between parents and staff so as to promote pupil learning and provide information to parents regarding targets, achievements and progress.
- To liaise with the other Phase Leaders within the academy to ensure effective transition for the pupils.
- To submit progress reports to the Heads of School and/or Governing Body for their phase

Marketing and Liaison:

- To contribute to the Academy liaison and marketing activities, e.g. the collection of material for press releases.
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- To put in place appropriate action plans to address underachievement of individual pupils and groups of students. E.g. Disadvantaged pupils
- To monitor student attendance together with pupils' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.

General:

- To be, by example, a source of inspiration for other members of staff so that the importance of good or better teaching is recognised and valued.
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February 2018



Grestone Academy
Part of Hamstead Hall Academy Trust

JOB DESCRIPTION

NAME:

SALARY: L7 – L11

JOB TITLE: Assistant Head of School – Phase Leader – Years 5, 6 & Transition

START DATE:

CORE PURPOSE:

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 - 3) All students make at least good progress.
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- To work towards fulfilling the outcomes identified in the Academy Improvement Plan adopted by the Local Governing Body
- To coach and mentor staff to improve the quality of teaching
- To work in partnership with parents/carers to ensure the best outcomes for pupils
- To monitor all aspects of inclusion in the phase
- To be the Designated Safeguarding Lead for the phase
- To lead a Phase and support curriculum co-ordinators in carrying out their roles, including:
 - iii) Monitoring and reporting on the quality of teaching, learning and assessment in their phase
 - iv) Monitoring and evaluating the effectiveness of teaching, learning and assessment across the curriculum
- To assist and support all teachers in carrying out their duties, including:
 - vi) Planning and teaching lessons which meet the needs of all pupils
 - vii) Developing effective models of learning and teaching plans including single page profiles

- viii) Day-to-day assessment strategies and reporting
- ix) The delivery to every pupil of an appropriate curriculum
- x) The ability to be a reflective practitioner – improving on previous best.
- To develop an effective team within the phase

MAIN (CORE) DUTIES

Operational/ Strategic Planning:

- To be qualified to work with children and to have undertaken relevant DBS, Health and Right to work in UK checks.
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- Have accountability for leading, managing and developing the quality of teaching, learning and assessment.
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Recruitment/ Deployment of Staff:

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- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the school's ITT programme, where applicable
- To be responsible for the day-to-day management of staff within the Academy and act as a positive role model.

Quality Assurance:

- Ensure all members of staff recognise and fulfil their statutory responsibilities for pupils in their care, securing the best possible achievement for all pupils and especially for vulnerable groups and those eligible for Pupil Premium
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- Provide regular reports to SLT/Governors/Directors that evaluate pupil achievement and provide appropriate action points.
- To monitor and evaluate the provision for SEND pupils in the phase in line with agreed academy procedures.
- To ensure that provision within the phase is monitored as part of the quality assurance procedures and form part of the academy's self review procedures
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Communications:

- To engage with parents and carers to support pupil's achievement and attitude to learning in line with academy policies.
- To plan and deliver parent / governor workshops
- To lead and chair meetings including phase team meetings and other meetings as directed by the Heads of School
- Maintain effective partnerships between parents and staff so as to promote pupil learning and provide information to parents regarding targets, achievements and progress.
- To liaise with the other Phase Leaders within the academy and primary schools for pupils in year 6 to ensure effective transition for the pupils.
- To submit progress reports to the Heads of School and/or Governing Body for their phase

Marketing and Liaison:

- To contribute to the Academy liaison and marketing activities, e.g. the collection of material for press releases.
- To lead the development of links with partner schools and the community with attendance where necessary at Open Evenings and other academy events
- To actively promote the development of effective academy links with external agencies.

Pastoral System:

- To share in the responsibility of maintaining an ethos that promotes positive attitudes and behaviour.
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- To monitor student attendance together with pupils' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.

General:

- To be, by example, a source of inspiration for other members of staff so that the importance of good or better teaching is recognised and valued.
- To develop a team ethos that supports the development of effective phases.
- To model fair and equitable treatment of all stakeholders regardless of age, gender, race, and or religion.
- To Attend weekly SLT meetings and carry out all duties as expected of a member of the SLT as directed by the Head of School
- To adhere to the Academy Trust's staff code of conduct
- To attend governors meetings when required

Other specific duties particular to the post of Assistant Head of School: Phase Leader – Years 5, 6 & Transition

Line Manager:

Assistant Head of School – Phase Leader – Years 5, 6 & transition will be responsible to Head of School and through him/her to the Executive Principal.

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_____ Head of School/Executive Principal

_____ Date

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