### ST. BARTHOLOMEW’S SCHOOL



**JOB DESCRIPTION**

Post: **Assistant Headteacher**

Pay Scale: **Leadership L11-L15**

Responsible to: **Deputy Headteacher (To be determined)**

**Note**: *This Job description outlines areas Assistant Headteachers are expected to lead and support on and is indicative in the first instance. Precise roles and responsibilities will be agreed with the successful candidate at a later date and then reviewed from time to time.*

**Job Purpose:**

In addition to those professional responsibilities common to all classroom teachers of the School, the Assistant Headteacher will be a member of the Leadership Team and, and as such play a full part in the leadership and management of the School. Specific responsibilities will be detailed separately.

**Principal Responsibilities:**

* Leading on strategic planning, delivery and monitoring of a whole school area.
* Under the overall direction of the Headteacher, contribute to effective strategic leadership of the School.
* Leading on creative, innovation and other transformational activities, to raise standards in all areas.
* Leading on the ongoing development and implementation of strategies to deliver high quality teaching and learning and sustained high achievement and attainment.
* Playing an active role in developing, sustaining and modelling skills, attributes and behaviours of a high performing leadership team.
* Contributing to securing excellent outcomes for students in terms of academic achievement, progress and attainment.
* Contributing to securing excellent provision for student safety and wellbeing including behaviour and ethos.
* Providing outstanding leadership and management of staff.
* Building capacity amongst staff to deliver and sustain the highest quality outcomes.
* Leading others in making an impact on the educational progress of all students.
* Being accountable for the continuing effective work of all staff for whom the post holder is responsible.
* Ensuring highly effective communication to all stakeholders (staff, students, parents, governors and local community groups).
* Reporting to the Headteacher regularly and to attend Governor meetings as required.
* Deputising for other members of the Leadership Team within the School and wider community, and assisting other members of the Leadership Team as appropriate.
* Undertake any professional duties of the Headteacher reasonably delegated by the Headteacher.

**Strategic Leadership, Qualities and Knowledge:**

* Holding and articulating clear values and moral purpose, focused on providing a world class education for students.
* Demonstrating optimistic personal behaviour, positive relationships and attitudes towards all stakeholders.
* Leading by example - with integrity, creativity, resilience and clarity- drawing on own expertise /skills, and that of others.
* Sustaining wide, current knowledge and understanding of education locally, nationally and globally, and pursuing continuous professional development.
* Working with political and financial astuteness, within a clear set of principles centred on the School’s vision, ably translating local and national policy into the School’s context.
* Communicating the School’s vision and, empowering all students and staff to excel.

**Leading and Managing Students and Staff**

* Demanding ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students’ outcomes.
* Securing excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design.
* Monitoring and supporting the work of a specific Key Stage and curriculum area(s).
* Creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
* Shaping the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
* Holding all staff to account for their professional conduct and practice.
* Leading, with other members of the Leadership Team, the behaviour management of the School.
* Contributing at a high level to policy discussions and decisions on curriculum, assessment, pastoral management, financial administration, staffing and other matters.
* Leading school assemblies.

**Leading and Implementing Systems and Processes**

* Ensuring that the School’s systems and processes are well considered, efficient and fit for purpose.
* Providing a safe, calm and well-ordered environment for all students and staff.
* Valuing excellent practice by establishing rigorous, fair and transparent systems and measures for managing the performance of all staff.
* Actively supporting the Governing Body to understand its role and deliver its functions effectively.
* Being accountable for the management of funding or budget related to areas of responsibility.
* Making a significant contribution to school self-evaluation.
* Developing and promoting policies and procedures that ensure the School’s distinctive ethos is reflected in learning activities.
* Assuming the appropriate level of responsibility for safeguarding and promoting the welfare of students.
* Compliance with the School’s Health and Safety Policy.

This Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

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St Bartholomew’s School



## PERSON SPECIFICATION

Post: **Assistant Headteacher**

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| **QUALIFICATIONS** |
| Graduate and Qualified Teacher. |
| Further professional development in areas of leadership and management. |

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| **KNOWLEDGE & EXPERIENCE** |
| Proven experience at middle leadership level. |
| Proven record of innovation and leading change successfully. |
| Proven evidence of raising standards of teaching and learning and student outcomes. |
| Understanding of current educational issues. |
| Understanding of value-added and other data to support raising standards. |
| Recent experience of teaching in an 11-18 environment. |
| Experience of contributing to whole-school continuous professional development. |
| Experience of working with others effectively, including parents, Governors and external agencies. |
| Knowledge of the potential of IT to enhance learning, interpret and analyse data and understand school information systems. |
| Experience of managing Facilities, Finance and Human Resources. |
| Experience of positive behaviour management and development of student focussed, inclusive and effective learning, so that behaviour for learning and attendance are outstanding. |

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| **PERSONAL QUALITIES** |
| Outstanding classroom practitioner who inspires and is respected by students. |
| An innovative and strategic thinker. |
| Passion for outstanding learning. |
| Drive, sense of purpose, commitment, perseverance and integrity. |
| Excellent interpersonal and persuasive skills. |
| Flexibility and sensitivity to the needs of individuals. |
| Excellent communication and presentation skills; oral and written. |
| Enthusiasm and humour. |
| Willingness to reflect on, and evaluate performance within the context of a team. |
| Committed to a fully inclusive educational philosophy, including the further development of learning beyond the classroom. |
| Commitment to community cohesion. |
| Resilience. |
| Wide range of interests. |

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| **LEADERSHIP** |
| Clear vision for raising standards. |
| Ability to lead by example, take responsibility and be accountable. |
| Ability to inspire and motivate those around them. |
| Ability to hold people to account effectively. |
| Substantial problem solving ability. |
| Ability to prioritise effectively and balance values with pragmatism. |
| Intellectual curiosity. |

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| **EQUALITIES AND SAFER RECRUITMENT** |
| Ability to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the School’s Equalities Policy. |
| Ability to demonstrate an understanding legislative framework and the importance of forming and maintaining appropriate relationships and personal boundaries with children and young people. |