**Job Description**

**Assistant Head Continuing Professional Development Lead**

**Leadership scale L7-11**

**Status and Purpose of post**:

A Leadership post is awarded to a teacher who is accountable for a significant and sustained responsibility focused on teaching and learning, to ensure continued delivery of high quality teaching and learning.

This is a significant post in the leadership of the school’s revised structure. The position will be class based for approximately 50% of the school week.

**Relationships:** The post holder is directly responsible to the Head of school for his/her general duties and responsibilities.

**Line Manager**: For the purpose of day to day line and performance management the post holder is responsible to the Head of school.

**Expectations**

* Impact on educational progress beyond the teacher’s assigned pupils.
* Leading, developing and enhancing the teaching practice of others.
* Having accountability for leading, managing and developing curriculum areas or pupil development across the curriculum.
* Having line management responsibility for a significant number of people, (leading a phase group of children)
* Leading a core subject team
* Ensuring that all teaching staff experience a broad range of developmental CPD opportunities linked to the appraisal process.
* To be responsible for the education and pastoral needs of pupils in accordance with the contractual obligations of the current ‘School Teachers’ Pay and Conditions Document’
* Assume an active role on SLT.
* Lead, develop and enhance teaching practice of others.
* Lead, develop and manage inclusive practice throughout the school.

General Duties

* To have due regard to the requirements of the National Curriculum and the National Standards for Teachers.
* To lead in the promotion of a professional, caring and supportive atmosphere within the school.

Leading and Managing Staff

To lead, manage and work collaboratively with pupils and, as appropriate, with other adults and colleagues.

* To be responsible for the induction of teachers into the school.
* Monitor the INSET needs of colleagues in the Key Stage and in collaboration with the senior leadership team ensure that they are met.
* Organise and lead school based INSET as appropriate.
* Act as team leader for appraisal in line with policy and procedure.

Teaching and Learning

* To secure and sustain effective teaching for individuals, groups and classes.
* To be an outstanding practitioner who knows and understands how pupils learn.
* To be an exemplar of high quality teaching and learning so that others are inspired and motivated.
* To offer support and guidance to assist collaborative planning linked with a programme of monitoring and evaluation.

Communication

* Ensure that the Head of school and staff team are kept informed about issues relating to Inclusion.
* Ensure parents are kept informed and the implications for their children continued progress are made clear.
* To liaise and work co-operatively and collaboratively with colleagues.
* For continuity, to liaise with Phase Team Leaders with respect to the learning and teaching and quality inclusive practice within their teams.
* To work with external bodies/advisors as required.
* To promote links with other schools and networks.

Resources

* To manage a budget ensuring that expenditure provides good value for money.
* Ensure that relevant resources are kept up to date, catalogued and stored in an organised way, and accessible to staff.
* Where relevant, to work with the Head of school and leadership team in decisions relating to the deployment of support staff across the team.

Monitoring, Evaluation, Review and Development – Relevant to designated groups of pupils

* With other senior leaders take a major lead in the strategic self evaluation process.
* Analyse and interpret relevant national, local and school data, research and inspection evidence to inform decisions relating to identified groups of children with a range of additional needs.
* To identify areas for staff professional development and be aware of possible ways of addressing these needs.
* Monitor the progress made in implementing the improvement plan and towards targets and evaluate the effects of the above on teaching and learning using this analysis to guide further improvement.
* To play a key role to ensure that all students/pupils with additional needs make accelerated progress in their learning and achieve to the very best of their ability
* Provide training opportunities for staff
* Disseminate excellent practice across the Academy
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with the academies, to support achievement and progress of students/ pupils

Generic Responsibilities

The post holder will be required to undertake such duties as may be reasonably directed by the Head of school from those described in detail the current ‘School Teachers Pay and Conditions’. In particular the following duties will be required:

* Planning and preparing of lessons ensuring coverage of the curriculum and that the needs of learners are met through well planned differentiated tasks.
* Setting and regular making of work.
* Assessing, recording and reporting on pupil development, progress and attainment.
* Creating and managing a learning environment that enables children to achieve highly.
* To take an active role in extended opportunities for children and contribute to promoting the life of the school within the community.
* Work collaboratively with colleagues.

**Person Specification**

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| --- | --- | --- |
|  | Essential | Desirable |
| Qualifications |  |  |
| Formal Teaching Qualification recognised by the DfE  | \* |  |
| Evidence of on-going professional development; attendance on courses, INSET, action research, personal study etc. | \* |  |
| Knowledge & Experiences |  |  |
| Experience as a mentor, coach or performance management team leader  | \* |  |
| Proven track record as a successful teaching practitioner within a whole class setting. | \* |  |
| Experience of successful leadership and management within more than one school or other educational setting. |  | \* |
| Experience of leading excellent quality CPD for staff |  | \* |
| Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school. | \* |  |
| Experience of inter-agency work. | \* |  |
| Experience in working with EAL, DSEN and G&T children  | \* |  |
| Ability to use data effectively in setting targets.  | \* |  |
| Preferably to have taught in more than one primary school.  |  | \* |
| Personal Qualities |  |  |
| Excellent written and oral communication skills.  | \* |  |
| Excellent time and task management skills.  | \* |  |
| Ability to work under pressure and to deadlines.  | \* |  |
| Ability to relate well to children and adults.  | \* |  |
| Ability to lead, motivate and influence others.  | \* |  |
| To have a sense of humour.  |  | \* |
| To show commitment to sustain excellent attendance at work.  | \* |  |
| A commitment to child-centred education | \* |  |