



Maidenhill School – Job Description and Person Specification

ASSISTANT HEADTEACHER

Job Title: Assistant Headteacher (Student Welfare and Guidance)

Responsible to: Head Teacher

JOB PURPOSE

- To carry out the general and specific professional duties as set out in the current 'School Teachers' Pay and Conditions Documents'.
- To be an active member of the Senior Leadership Team (SLT), taking part in the decision making process of the School.

MAIN DUTIES AND RESPONSIBILITIES

General

1. Implement strategies for the efficient running of the School within the policies adopted by the Governing Body.
2. Help create a commitment to a clear vision for an effective school.
3. Initiate and manage change and improvement to develop the School and the staff.
4. Use Leadership and Management (LM) time effectively for these purposes. A reasonable proportion of timetabled time will be designated as LM time and it will be allocated in blocks of no less than 50 minutes.
5. On a day-to-day basis, manage and lead staff.

Specific

1. Identify challenges and expectations of leadership in designated areas of responsibility and take the lead in new developments to enable the school to meet changing needs.
2. Lead the development, and implementation of aims, objectives and policies for the school.
3. Identify desired outcomes and success criteria and provide a clear model of what is expected for the implementation of change in designated areas of responsibility.
4. Share the vision, ensuring senior and middle leaders recognise and understand their participation in the learning process and provide training and support to manage the change.
5. Provide clear direction and establish a systematic monitoring and evaluation programme to evaluate the change process.
6. Identify teaching and learning priorities on teaching practices and lesson planning in the light of national change and initiatives to meet the needs for school improvement.
7. Update, and present to the Governing Body, any policies and reports in designated areas of responsibility.
8. Be a line manager for key departments / teams and assist middle leaders to develop their role as lead learner in the department ensuring there are systems, resources and time available to support them in their role.



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9. Co-ordinate Child Protection and Safeguarding, implementing policies and procedures following LA guidelines.
10. Take school assemblies and organise rotas
11. Chair staff meetings / working parties as required.
12. Monitor teaching and learning in link departments and meet regularly with middle managers to discuss / review / evaluate progress made in implementing change and professional development of departmental staff.
13. Contribute to the annual revision of the School Self-Evaluation Form (SEF), ensuring areas of responsibility have accurate data and information.

Health and Safety

1. Undergo Basic First Aid training and update courses as required
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions and report any issues
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Continuing Professional Development - Personal

In conjunction with the Head Teacher, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum.

Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.

Maintain a professional learning portfolio of evidence to support the Performance Management process - including the incorporation of targets related to leadership, evaluating and improving own practice.

Effectively manage own time when dealing with the wide range of day-to-day and long term demands of the post.

Continuing Professional Development - Staff

1. Identify pedagogical skills and knowledge required by staff to meet demands of new initiatives and for school improvement.
2. Audit staff existing knowledge on initiatives and practice; identify outcomes when changes in place, and whole school success criteria recognising changes.
3. Take the lead role in development of the professional learning community by creating the learning framework and systems within which all staff have access to differentiated learning according to the needs of the school, department and self.



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4. Provide a range of professional experiences, supported routes to learning and examples of success criteria to enable staff to identify personal achievement.
5. Take a leading role in the provision of high quality professional development and INSET that allows staff to support each other with their learning and opportunities and time to engage in reflective practice.
6. Establish coaching and mentoring systems to provide vehicles for professional dialogue and peer support.
7. Prepare evaluation procedures that measure enhanced pupil learning outcomes using data monitoring achievement levels, 'pupil voice' surveys and use of parental feedback on curriculum/homework/pupil comments, etc
8. Line manage staff for named subject areas/teams - deploying staff effectively. Enhance the Performance Management programme, by making use of, where appropriate, other sources of expertise, e.g. LAs, outside training agencies, etc.
9. Maintain a professional learning portfolio of evidence and learning log to support the Performance Management process.

SPECIFIC DUTIES FOR THIS POST

- Line management of the student welfare and guidance team.
- Line management of the SEND department working in close collaboration with the SENDCo, Assistant SENDCO, the SEN administrator and Learning Support Assistants
- Attendance / absence
- Oversee the schools rewards/sanctions systems
- Oversee admissions, in relation to in-year admissions, pupil transfers and transitions etc
- Oversee Parents' Evenings and Parental Engagement
- Oversee extra-curricular provision and student engagement
- Oversee the effective functioning of the Referral Room and the Reintegration Centre.
- Oversee the Assertive / Academic Mentoring and the Maximise Potential programmes
- Oversee tutor/academic mentoring
- Oversee the delivery of PSHE, Careers, British Values etc through curriculum areas, assemblies, use of tutor time etc
- Undertake a lead role in the ECM agenda
- Coordinate re-engagement projects and other such programmes in association with outside agencies
- Child Protection / Safeguarding/ LAC / Community Safety/SEAL
- Implement manage and coordinate CAFs / PSPs
- Take a leading role in promoting the Healthy Schools initiative, including emotional and mental health.
- Line manage the Links team, including Learning Community Leaders, Attendance Officer, Referral Room Manager, Re-integration Manager, EWO, Family Support Worker, etc



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- Act as the school's transport officer in relation to Travel to School initiatives and liaise with bus companies over routes and associated issues
- IAG and post-16 transition, including line management of the Careers Advisor
- Ensure effective reporting of incidents, attendance and BfL data to the Governors' Q&S Committee and Full Governing Body as required
- Make appropriate links with outside agencies eg. Alternative Provision School, Post-16 providers, Connexions, Education Psychology Services, School Nurse, etc.....

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties, including the provision of high quality teaching and learning across the School and the pastoral care of the pupils in their charge.

Elements of this job description and changes to it may be negotiated at the request of either the Head Teacher or the incumbent of the post.

Staff Signature: _____

Head Teacher: _____

Date: _____



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ASSISTANT HEAD TEACHER –L9-13

PERSON SPECIFICATION

	Essential or Desirable?
<u>QUALIFICATIONS</u> ▪ A good honours degree ▪ Teaching qualification and QTS ▪ National Professional Qualifications for Headship (or currently in process) ▪ Professional development in preparation for senior leadership	 E E D D
<u>LEADERSHIP AND MANAGEMENT EXPERIENCE</u> ▪ Minimum of at least 3 years' experience of working at middle leadership level ▪ Successfully led, planned, managed and evaluated change which has had a significant impact on improving outcomes for students at whole school level ▪ Demonstrated the ability to work strategically and successfully at a senior leadership level ▪ Worked successfully with other education partners or providers	 E E E D
<u>TEACHING EXPERIENCE</u> ▪ Demonstrated outstanding, sustained and successful experience as a teacher in a secondary school ▪ Excellent classroom practitioner ▪ Evidence of successful outcomes with students of all abilities in KS3 and KS4	 E E E
<u>SHAPING THE FUTURE</u> ▪ Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision ▪ Experience of developing and sustaining a learning culture that has student outcomes and personal development at its core, including high expectations and standards of achievement	 E E
<u>LEADING TEACHING AND LEARNING</u> ▪ A rigorous understanding of effective teaching and learning ▪ Knowledge of recent legislation, development and initiatives in secondary education and the new OfSTED framework ▪ Experience of monitoring and evaluating the effectiveness of teaching and learning,	 E E E



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including its outcomes in terms of standards and achievement and personal development and well-being ▪ Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance	E
<u>DEVELOPING SELF AND WORKING WITH OTHERS</u>	
▪ Evidence of a clear commitment to own professional development	E
▪ Evidence of keeping up to date with educational thinking and knowledge	E
▪ A strong commitment to the professional development of others and the drive to develop others' capabilities and help them realise their full potential	E
▪ Understanding the significance of interpersonal relationships and strategies for promoting individual and team development	E
▪ Knows how to promote an open, fair and equitable culture	E
▪ Has a clear understanding of the impact of change and different leadership styles on individuals and organisations	E
<u>MANAGING THE ORGANISATION</u>	
▪ Successful experience of the delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation	E
▪ Understands how to establish and sustain effective organisational structures, systems, policy and practice	E
▪ Knowledge of effective strategies to meet the needs of all students	E
▪ Good understanding of the needs of vulnerable students and be able to use this knowledge to inform policy and practice	E
▪ Knowledge of and commitment to the implementation of the safeguarding agenda	E
▪ Experience of the effective management of budgets and resources	E
<u>SECURING ACCOUNTABILITY</u>	
▪ Demonstrates a clear understanding of the principles and practice of quality assurance systems, including review, self-evaluation and performance management and have experience of these	E
▪ Experience of setting clear expectations and parameters and holding others to account	E
▪ Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance	E
▪ Experience of holding individuals, teams and whole school to account for student learning outcomes	E
<u>STRENGTHENING COMMUNITY</u>	
▪ Understands the importance of listening to, reflecting and acting on community feedback	E
▪ Experience of strategies that encourage parents and carers to support their children's learning	E
▪ Experience of building and sustaining effective relationships with parents, carers, governors, other schools and partners and the broader community that enhance the education of students.	E



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▪ Experience of working with governors, presenting ideas to a range of audiences, and leading professional development	E
<u>PERSONAL SKILLS AND ATTRIBUTES</u> <i>The ability to.....</i>	
▪ Inspire, challenge, motivate and empower individuals and teams to achieve high goals	E
▪ Demonstrate enthusiasm and commitment to leadership aimed at making a positive difference to students	E E
▪ Establish a positive ethos with an emphasis on high achievement for all	E
▪ Communicate effectively with students, staff, parents/ carers, governors and the wider community	E
▪ Embed successful change across the school by effectively completing tasks and evaluating outcomes with agreed timescales	E
▪ Demonstrate personal and professional integrity and be an exceptional role model to others	E
▪ Prioritise, plan and organise themselves and others effectively	E
▪ Think analytically and creatively, and demonstrate initiative in solving problems	
▪ Be aware of their own strengths and areas for development and listen to, reflect constructively and act upon, as appropriate, feedback from others	E
▪ Demonstrate a capacity for sustained hard work with energy and vigour, whilst retaining a good work / life balance	E E
▪ Demonstrate a commitment to team work	
▪ Cope under pressure and when faced with complex, difficult issues that arise in students' lives	E E
▪ Demonstrate resilience, optimism and enjoyment in your work	