



Oakwood High School and Inspire Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers and volunteers to share this commitment.

Job Description

Assistant Headteacher: Pupil Outcomes

Reporting to: Headteacher / Deputy Headteacher

Scale: LS13-16

Main Purpose: This is a key leadership role; the main purpose of which is to provide strategic leadership for development of the curriculum and data systems to support work around pupil outcomes; this will include understanding, establishing and reporting on accountability measures and embedding this work further across the school. Reference must be made to developing an outstanding curriculum and understanding accountability measures in support of our drive to achieve an **Outstanding** Ofsted judgement.

Key Accountabilities: The postholder will lead and coordinate the development of established and new ways of managing the pupils' outcomes brief; to include curriculum design, timetabling, staffing and accountability and data mechanisms. The postholder will move our pupils outcomes work forward through the development, sharing and monitoring of new policies and strategies; either developed internally or following observation of external good practice; and within the overall vision of the aspiration to improve outcomes year on year. We aspire to see all pupils reach their potential. This will include learners of all abilities and dispositions; HAPs through to those pupils who may be vulnerable to disengagement. The school continues to place learners at the heart of all that we do and aspire to do, but much more must and can be done. We work to ensure consistency and excellence in all that we do and all that we seek to do. The postholder will consider curriculum developments at a national and local level and work to establish the best practise, most innovative curriculum, staffing model, accountability framework and management systems.

The postholder will work in the context of the school, the Trust, Learners First network and beyond. As a consequence the school and the postholder will be asked to contribute more widely to school to school improvement and the postholder must be able to demonstrate that they can represent the school positively and professionally in range of contexts. The postholder will look to forge and establish links with other practioners in other institutions through a support and challenge network.

The post involves leading the data management and systems team, supporting governors, partner primary schools and post 16 providers, to address the needs of all pupils. The postholder will lead and line manage colleagues within the school; including teachers and professional support colleagues. The postholder will lead on and be accountable for excellence planning, appraisal and CPD for their designated areas of responsibility.

All teaching staff employed by the Trust are required to discharge their teaching duties in accordance with the range of professional duties set out in the 'School Teachers' Pay and Conditions' Document (including Professional Standards for Teachers and Leaders).

Main Duties of the Post (including Leadership, Accountabilities and Operational Activities).

A=Accountability (which means being responsible for something to somebody), L= Leadership (guide, direct and influence the outcomes of) O=Operational (day-to-day management and control of these activities)

1. Pupil Outcomes (PO)	Assistant Headteacher		
	A	L	O
In accordance with the school's policies and practice ensure the effective deployment of a curriculum plans, management systems and strategies to secure outcomes for pupils.	✓	✓	✓
Lead and direct the Pupil Outcomes improvement plan via effective MRE / QA.	✓	✓	✓
Evaluate standards and ensure the highest standards of performance, routine and conduct are established and maintained agreeing and implementing actions for improvement and for sharing excellent practice.	✓	✓	✓
Evaluate the progress of pupils, cohorts and subjects and establish actions to address underperformance and actions to cascade excellent performance.	✓	✓	✓
Set targets for pupil, cohort and subject achievement and actions to assure achievement.	✓	✓	✓
Communicate pupil performance levels to the Local Governing Body, staff, pupils and their parents / carers.	✓	✓	✓
Respond to complaints in respect of the Pupil Outcomes and ensure effective responses are provided.	✓	✓	✓
Lead and direct Pupil Outcomes CPD (including development at all levels from entry to leadership).	✓	✓	✓
Lead and direct all day to day aspects of Pupil Outcomes in line with Trust and School Policy and Procedures.	✓	✓	✓
Ensure the implementation of the special educational needs policy (including liaison with external agencies).	✓	✓	
Ensure, where appropriate, that pupils take part in a daily act of collective worship.	✓	✓	
Determine systems and structures to allow access by all pupils to a rich and vibrant curriculum, which meets the national expectations and promotes the highest standards of academic performance.	✓	✓	✓
Establish and monitor our internal accountability systems to ensure that staff and parents understand clearly the successes children are having or have had.	✓	✓	✓
Review and ensure that all aspects of our data management systems are in place and are effective.	✓	✓	✓
Ensure the school stays abreast of legislation, curriculum change and best practise by working with external bodies and agencies. Keep all school staff abreast of national and local change and best practise (including across the MAT and the Learning Community).	✓	✓	✓
To ensure that there is an increasing proportion of subjects judged as Outstanding.		✓	✓
Support the identification of the barriers that contribute to	✓	✓	✓

underachievement and ensure that all colleagues are equipped with the knowledge, understanding and system tools to be able to respond to all possibilities.			
In consultation with the Headteacher and SLT execute curriculum change, recommend staffing change and develop systems to support performance.		✓	✓
Ensure there is effective communication with all stakeholders.	✓	✓	✓
Ensure that Every Child Matters.	✓	✓	✓

Particular reference should be made to the following duties;

- Review, evaluate and develop policies and practice that support the best practice in curriculum design and which promote outstanding pupil performance in national examinations.
- Work to ensure that there is a consistency across the institution.
- Establish formal and informal links with other institutions in supporting and challenging our practice.
- Ensure that we have an efficient curriculum that offers value for money and promotes an efficient and workable timetable, staffing model and pupil groupings.
- Review and improve our CEAG provision.
- Develop and extend this provision for all of our learners but with particular reference to some of our most vulnerable pupils.

2. Strategic Direction and Governance	Assistant Headteacher		
	A	L	O
In consultation with members of the school's Senior Leadership Team (SLT) establish the Strategic Direction and Objectives of the school.		✓	✓
In consultation with SLT, establish the framework for Strategic Leadership, Management and Reporting of the work under taken within the Pupil Outcomes brief (to SLT, OEE and Governors).	✓	✓	✓
Establish the School Improvement Plan for Pupil Outcomes.	✓	✓	✓
Work with local, regional and national individuals and bodies to secure the best possible outcomes for all pupils.		✓	✓
Secure Safeguarding arrangements for the school in line with legal and regulatory requirements.		✓	✓
Secure equality in all aspects of school operations.		✓	✓
In conjunction with the wider SLT respond to parental complaints and ensure effective responses are provided.	✓	✓	✓
Develop Policy and Procedure to support the Strategic and Operating Frameworks of the school.		✓	✓
To be involved, as required, in disciplinary, capability and recruitment processes.		✓	✓

3. Leadership and Management of the School (LM)	Assistant Headteacher		
	A	L	O
Work with the wider SLT to develop and implement the strategic direction of the school within the framework established by the Trust.		✓	✓
Ensure that the school operates within the Trust Safeguarding Policy.		✓	✓
Support the scrutiny, review, challenge and report to the Headteacher, LGB, Board and external agencies on the educational performance of the school.		✓	✓

Work to ensure the efficient and effective day to day management and control of the school.		✓	✓
Ensure the accountability of individuals and teams within the school.		✓	✓
To act as a role model of outstanding classroom practice and of behaviour management for others.		✓	✓
Offer and lead coaching modelling and mentoring.		✓	✓
Monitor, review and evaluate consistent and consistently excellent execution of all policies and procedures.		✓	✓
Develop and communicate the identity of effective working teams.		✓	✓
Ensure all colleagues have a clear understanding of their roles and responsibilities within the Pupil Outcomes framework.		✓	✓
Celebrate and advertise the success of pupils and adults; within the school and beyond.		✓	✓

4. Learning, Teaching and Assessment of the School	Assistant Headteacher		
	A	L	O
Contribute to the leadership and direction of the learning, teaching and assessment framework of the school via effective MRE / QA / Improvement planning appropriate to the school, with particular emphasis on the curriculum and pupil outcomes.			✓
Evaluate standards of teaching and learning and ensure proper standards of professional performance are established and maintained agreeing and implementing actions for improvement and for sharing excellent practice; with particular emphasis on reviewing and evaluating the efficiency and strength of the curriculum and timetable.			✓
All Assistant Headteachers' will have an appropriate teaching timetable, with will be discharged modelling best practice and to a high standard,			✓

5. Corporate Services (CS)	Assistant Headteacher		
	A	L	O
In accordance with the Corporate Services Framework for the school ensure the effective deployment of strategies to secure efficient and effective Corporate Services			✓
Regularly review the Staffing Structure, equity, standards and utilisation of all staff.		✓	✓
Contribute to whole school communication including, Prospectus, School Information published on Web, School Administration and Events.		✓	✓
To take responsibility for the implementation of and compliance with policies and procedures seeking advice as necessary.		✓	✓
To be involved as required in disciplinary, capability and recruitment processes.		✓	✓

6. Finance (Resources)	Assistant Headteacher		
	A	L	O
Ensure the efficient and effective use of all allocated resources to support the curriculum and outcome needs of all pupils. Ensure that staff and resources are deployed efficiently, adhering to the Trusts' Financial Regulations and the principles of Best Value.		✓	✓

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7. Generic Duties of all Staff

All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. All staff are required to positively contribute to the overall ethos / aims of the Academy/ Trust.

To communicate effectively using appropriate media with:

- Staff (e-mail messaging is currently standard)
- Students and parents on a range of issues
- Other stakeholders as appropriate including; governors, other schools, the local authority, other government departments and relevant agencies.
- To develop the knowledge and skills to divert relevant issue to the appropriate college and school staff.

All employees have a responsibility for reading, understanding and implementing all Trust and Academy policies and procedures and working in accordance with the Code of Conduct for Staff. All staff must be fully aware of their responsibilities for child protection, health, safety and security, confidentiality and data protection and the methods of reporting all concerns to an appropriate person in accordance with policy.

Staff must ensure they remain up to date with changes to legislation, regulation or best practice specific to their role

Be aware of and support differences and ensure all students and staff have equal access to opportunities to learn, develop and progress.

To recognise and respond effectively to equality issues as they arise and challenge stereotyped views, bullying and harassment in accordance with Trust and College policy and procedures.

Complete Appraisal and Continuing Professional Development (including attendance and contributions to INSET and planning events). Recognise own strengths and areas of expertise and use these to achieve and support others.

Establish constructive relationships and communicate with others to support achievement and progress of pupils. Take the initiative, as appropriate, to develop appropriate multi-agency approaches to supporting pupils.

To undertake other duties and responsibilities as required from time to time commensurate with the grade of the post.

The above duties are not exhaustive and postholders may be requested to undertake activities reasonably assigned by the Headteacher

The job description will be kept under review and may be amended via consultation with the post holder, Governing Body, Trust and / or SLT as required. Professional Association representation will be welcomed in any such discussions.

Person Specification

Assistant Headteacher: Pupil Outcomes

	Personal Skills Characteristics	Essential	Desirable	Method of Assessment (List Code Below)
1	Personal Attributes			
1.1	Clear educational vision relevant to role.	✓		AF/I
1.2	Positive attitude to working with pupils, staff and parents.	✓		AF/I
1.3	An understanding of and commitment to equal opportunities issues both within the Trust and the community in general.	✓		I
1.4	Approachable, enthusiastic and well organised.	✓		AF/I/R
1.5	A good listener, excellent interpersonal skills.	✓		AF/I/R
1.6	Conscientious, honest and reliable.	✓		AF/I/R
1.7	Adaptability to changing circumstances and new ideas.	✓		AF/I/R
1.8	Capacity to see implications beyond the role and make decisions based upon this.	✓		AF/I/R
1.9	A commitment to whole school improvement.	✓		AF/I/R
1.10	A commitment to the MAT and MAT improvement.	✓		AF/I/R
1.11	The ability to establish and maintain excellent relationships with a range of stakeholders.	✓		AF/I/R
2.	Qualifications and Training			
2.1	Qualified Teacher Status.	✓		AF/CQ
2.2	Appropriate qualifications and experience to have credibility with the wide range of staff you will lead and students you will support.	✓		AF/CQ/I
2.3	Evidence of continuing professional development.	✓		AF/I
2.4	Understanding of current developments in this area.	✓		AF/I
2.5	High Level IT and Systems Skills.	✓		AF/I/CQ
3	Knowledge and Understanding			
3.1	What constitutes excellence in educational provision and the characteristics of effective schools?	✓		AF/I
3.2	Knowledge and experience of the wider school improvement agenda; including knowledge of Learners First and the wider political and educational landscape.		✓	AF/I
3.3	Strategies for raising pupil attainment and achievement.	✓		AF/I/R
3.4	Strategies for promoting pupils' spiritual, moral, social and cultural development.	✓		AF/I

	Personal Skills Characteristics	Essential	Desirable	Method of Assessment (List Code Below)
3.5	Strategies for promoting equality of opportunity together with knowledge and understanding of the educational needs of a multi-cultural population.	✓		AF/I
3.6	Strategies, knowledge and understanding of the measures required to safeguard and promote the welfare of children and young people.	✓		AF/I
3.7	Evaluation and use of comparative data to establish benchmarks and set targets for improvement.	✓		AF/I
3.8	Management, including the application of employment law, equal opportunities legislation, personnel issues, and budget management.	✓		AF/I
4	Relevant Experience			
4.1	Evidence of success working with the 11-16 age group.	✓		AF/I
4.2	Ability to lead and develop the specific services and the appropriate policies related to them.	✓		AF/I
4.3	Understanding of what makes an outstanding curriculum, data system and reporting structure and how to promote areas of strength and address areas of weakness within that construct.	✓		AF/I
4.4	Evidence of the capacity to innovate and sustain new initiatives.	✓		AF/I
4.5	Record of successful dealings with staff, parents and pupils.	✓		AF/I
4.6	Flexibility and confidence to experiment with and expand strategies and resources.	✓		AF/I
4.7	Experience of leading and managing change.	✓		AF/I
4.8	The ability to develop and sustain strategic planning.	✓		AF/I
5	Skills and Attributes			
5.1	Leadership skills – the ability to lead and manage people to work towards common goals based on raising pupil attainment and achievement.	✓		AF/I/R
5.2	Significant experience of using, developing and implementing curriculum based systems with an understanding of what can be used and how this can be used to support pupils and staff and the wider reporting environment.	✓		AF/I/R
5.3	Decision making skills – the ability to determine strategic actions based on the evaluation of appropriate evidence.	✓		AF/I/R

	Personal Skills Characteristics	Essential	Desirable	Method of Assessment (List Code Below)
5.4	Communication skills – the ability to make points clearly both verbally and in writing and to engage with the views of others.	✓		AF/I/R
5.5	Partnership skills – the ability to collaborate with peers, partners and stakeholders within and beyond school.	✓		AF/I/R
5.6	Self management – the ability to plan time effectively and to organise oneself well.	✓		AF/I/R
6	Mandatory Requirements			
6.1	A DBS check at an enhanced level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with OLCT.	✓		DBS
6.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓		AF
6.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓		AF/R
7	Physical Requirements			
7.1	Health and physical capacity for the role.	✓		I/R
7.2	A good attendance record in current employment, (not including absences resulting from disability)	✓		I/R

Key to abbreviations:

AF Application Form, **R** References, **I** Interview, **CQ** Certificate of Qualification, **OT** Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed), **DBS** Disclosure and Barring Service Check

This specification has been prepared in accordance with the requirements of OLCTs Equal Opportunities in Employment Policy. All contracts of employment are with the Oakwood Learning Community Trust. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have. Disabled applicants who meet the essential criteria will be guaranteed an interview.