

## Job Description

**Job Title:** Assistant Headteacher: Key Stage 5  
**Responsible to:** Headteacher

The Assistant Head (Key Stage 5) is responsible for the implementation of the vision, ethos and culture of the Sixth Form at Roundwood Park School. He/she is accountable for teaching & learning, for maintaining high academic standards and for inspiring students to fully achieve their potential.

**The list below is an outline; a high degree of flexibility and adaptability is an important element of the role.**

### Purpose

- To ensure an outstanding learning environment which is engaging and fulfilling for all students
- To contribute to the strategic development of the school to ensure that it continually aspires to the highest standards
- To secure outstanding teaching and learning in the majority of lessons
- To communicate effectively and relate positively to all stakeholders
- To inspire and engage staff and students in the vision for the school

### Core Duties

- Under the direction of the Headteacher and alongside our other SLT members, further develop teaching and learning strategy for Roundwood Park School
- Take a leading role in Roundwood's monitoring and evaluation of teaching and learning
- Be responsible for consistent high-quality teaching and learning across the school
- Be responsible for the line management of identified middle leaders, setting high standards and expectations and challenging underperformance
- Alongside the SLT, challenge marginal performance in the area of teaching and learning and develop a programme of support

### Sixth Form Leadership & Management:

- ensure that students follow a comprehensive, holistic programme of study (academic, sport, enrichment and super-curricular activities) that will engender a commitment to the school community, making Roundwood Park students exceptional candidates for university, apprenticeship and future employment
- develop and sustain a thriving and successful Sixth Form community. They will implement the strategic direction of the Sixth Form through appropriate policies and procedures
- nurture, develop and ensure effective professional links between home and school
- provide leadership and management to the Sixth Form team (including HOY12 and HOY13, tutors and admin support)



- monitor achievement and progress of Sixth Form students, including the production of performance and destination data reports to SLT and governors
- oversee intervention programmes and hold subjects to account over the progress of KS5 students
- take charge of the self-evaluation of the Sixth Form and be responsible for the writing of that section of the self-evaluation document (SED)
- work with the Deputy Head (Curriculum) on the provision of the KS5 curriculum offer, overseeing the KS5 options process including the Post 16 open evening and guidance discussion meetings
- work with and further develop our consortium links. On a carousel with SJL and St George's, the Assistant Head (Key Stage 5) will lead the consortium for a year ensuring consortium students are carefully catered for and monitored so they achieve as highly as if they were studying in their home school
- manage and lead the Student Leadership Group working closely with the Deputy Head (Pastoral) and Head of House
- manage the Sixth Form budget and resources
- monitor attendance and punctuality

### **Leading School Ethos and Culture**

- Ensure that the school's vision is clearly articulated, shared, understood and acted upon effectively by all
- Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement
- Ensure creativity, innovation and other transformational activities to raise standards in all areas
- Develop and promote policies and procedures that ensure the school's distinctive ethos is reflected in all learning activities
- Promote the school's ethos and culture to the broader community to raise local expectations

### **Leading Teaching and Learning**

- Ensure a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress
- Establish creative, responsive and effective approaches to teaching and learning
- Ensure a culture and ethos of challenge and support where all students can achieve success and be engaged in their own learning
- Demonstrate and articulate high expectations and set stretching targets for the whole school community
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Challenge underperformance at all levels and ensure effective corrective action and follow-up

### **Developing self and working with others**

- Treat students, staff and parents fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Celebrate the achievements of individuals and teams
- Manage own workload and that of others to allow an appropriate work/life balance
- Regularly review own practice, set personal targets and take responsibilities for own personal development

## **Managing the Organisation**

- Produce and implement clear, evidence-based improvement plans and policies for the development of the school
- Contribute to an organisational structure which reflects the school's values and enables the management systems, structures and processes to work effectively and in line with legal requirements
- Implement successful performance management processes

## **Securing Accountability**

- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Provide the Governing Board with any information, objective advice and support to enable it to meet its responsibilities
- Develop and present an accurate account of the school's performance to a range of audiences

## **Strengthening Community**

- Build a school culture and curriculum that take account of the richness and diversity of the school's communities
- Ensure learning experiences for students are linked into and integrated with the wider community
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural wellbeing of young people and their families
- Create and maintain an effective partnership with parents and carers to support and improve young people's achievement and personal development

## **Safeguarding & Welfare**

- To be aware of, and assume the appropriate level of responsibility for, safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies
- To comply with the school's Health & Safety policy and statutory requirements as detailed in the Health & Safety at Work manual

## **Other Specific Duties**

All teaching staff are expected to meet the relevant Professional Standards for Teachers in addition to the job description detailed above.

All members of the Leadership Team will have generic responsibilities, including active participation in the daily management of the school, e.g. maintaining a presence around the school throughout the day.

All members of the Leadership Team will also:

- contribute to school self-evaluation
- contribute to the strategic leadership and management of the school in order to develop an ethos and culture of high expectations
- model the ethos and vision for the school
- line and performance manage identified staff and teams

- coach and develop the staff and students for which they are accountable
- continue personal professional development as required
- actively engage in the performance review process
- lead whole school assemblies
- attend school events (such as concerts and plays) and represent the school at wider community events.

Many specific responsibilities will require collaborative working with other team members and middle leaders, which the Assistant Headteacher will develop proactively.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with all reasonable requests from the Headteacher to undertake work of a similar level that is not specified in their job description.

The post is on the Leadership spine and therefore comes under the Leadership conditions of service.

*January 2020 Roundwood Park School*

### Assistant Headteacher (Key Stage 5): Person Specification

We will be using the following criteria during the selection/interview process. The scoring system below is how we will be assessing you.

Personal/Leadership qualities (5=very strong, 3=average, 2=limited, 1=weak)

Role-related experience (3=strong, 2=average, 1=limited)

Criteria		Essential (E) or Desirable (D)	How Assessed Application (A) Interview process (I) Reference (R)	Standard Achieved	
				Personal/ Leadership Qualities	Role Related Experience
<b>Education</b>	Graduate and Qualified Teacher Status	E	A		
	Evidence of further studies	D	A		
<b>Experience</b>	A track record of successful classroom teaching up to and including A Level	E	A I R		
	A track record of leading whole school change successfully	D	A I R		
	Recent experience of leading innovation in teaching and learning	D	A I R		
	Recent experience in lesson observations, monitoring the quality of teaching and school self evaluation	E	A I		
	Experience of strategies to raise achievement, particularly at post-16	E	A I R		
	Ability to manage a range of leadership team tasks to time deadlines	E	I R		
	A proven record of leading and managing staff effectively	E	A I R		

	Ability to challenge individuals and teams to improve performance	E	I		
	Proven ability to lead initiatives with successful outcomes	E	A I R		
	Ability to meet the needs of all learners	E	I		
	Experience in producing and managing the development of curriculum initiatives	D	A I		
	Experience of successful improvement planning and self-evaluation	E	I		
	Experience of working collaboratively across the whole school and between schools	D	A I		
	Experience of more than one school	D	A I		
<b>Skills</b>	An outstanding classroom teacher	E	I R		
	Ability to plan and implement strategies for monitoring and evaluation in order to raise standards	E	I		
	Demonstrate a thorough understanding and knowledge of educational issues at school, local and national level	E	A I		
	Ability to understand and demonstrate effective budgetary control in school improvement planning	D	A R		
	Ability to analyse situations and solve problems	E	I		
	Ability to coach teachers and leaders to improve classroom performance	E	A I R		
	Ability to lead effective meetings at whole school level	D	R		
	Ability to communicate effectively, both orally and in writing, to parents/carers and outside agencies	E	I R		
	Ability to synthesise and analyse data	E	I		
	The ability to work as part of a team or alone, as required	E	I R		
	Flexibility and adaptability	E	I		

	Clarity of expression and presentation	E	I		
	A strategic and future thinker	E	A I R		
	A self starter who can act on own initiative	E	A I R		
	Ability to use ICT effectively, where appropriate	D	I R		
<b>Personal Qualities</b>	Show resilience, tenacity, initiative and aspiration	E	I R		
	Ability to reflect on practice	E	I R		
	Have high expectations of staff, students and the leadership team	E	I R		
	Have high expectations of standards of students' behaviour	E	I R		
	Work well under pressure and respond quickly and appropriately to situations which may arise in a school	E	I R		
	Ability to tolerate stress and still be diplomatic	E	I R		
	Self confidence and resourcefulness	E	I R		
	A real commitment to raising the achievement of all learners	E	I		
	Ability to advise, motivate, persuade and lead others	E	I R		
	A consistent professional approach to all matters and members of the school community	E	I R		
	Ability to network effectively and represent the school in the wider community	E	I R		
	Ability to ensure equality of access for learners and adults regardless of race, gender, or level of ability/disability, supporting and implementing the school's Equal Opportunities Policy	E	I		
<b>General</b>	Energy and enthusiasm	E	I		
	A sense of humour	E	I		
	A genuine desire to work with young people	E	A I R		