



Broomfield School - Job Description

Assistant Head Teacher in charge of Teaching, Learning and Achievement

Job title	Assistant Head Teacher in charge of Teaching, Learning and Achievement
Type of post	Permanent
Salary Scale	Leadership pay scale ISR 16-20
Line Manager	Head Teacher

JOB PURPOSE

- Specifically, to have a lead responsibility for **Teaching, Learning and Achievement** for outstanding:
 - pupil progress and achievement,
 - teaching and teaching across the School,
 - curriculum provision, including extra-curricular provision,
 - parental engagement in the learning of their children,
 - CPD and
 - training for the pupils of the School.

SPECIFIC RESPONSIBILITIES

- To have a lead responsibility for Teaching and Learning in developing the range of Teaching and Learning activities and strategies to strengthen teaching and learning across the School;
- To have a lead responsibility for best practice across the School in relation to the development of teaching and learning;
- To have lead responsibility across the School in developing robust self-evaluation/whole school monitoring of teaching and learning; this will involve the development of the new initiatives and ensuring the highest quality of existing initiatives;
- To assist in the development of teaching and learning assessment practice across the school;
- To have a lead responsibility in improving the quality of teaching and learning across the School, including:
 - the development of the Focus Programme of support for teachers whose Teacher Profile is not securely GO,
 - the 'Close Support' programme given to new teachers,
 - new staff induction,
 - NQT and other teacher-training programmes,
 - Appraisal System.
- To have a lead responsibility for teachers' CPD; including:
 - Inset,
 - The compulsory Meetings Schedule
 - The Voluntary programmes such as:
 - Wed pm (fortnightly)
 - Thurs pm (fortnightly)
 - Fri am drop-ins
 - Lilac training.

7. To help devise and lead workshops and development activities to train staff in the implementation of whole-school initiatives and to improve teaching and learning practice;
8. To work with curriculum leaders on the development of consistently good pedagogy across the school;
9. To support and coach staff in developing and extending their pedagogic repertoire;
10. To support and coach staff in the use of both qualitative and quantitative data to monitor and support pupil progress, including the implementation of interventions to accelerate pupil progress and achievement;
11. To contribute significantly to and lead the development of schemes of learning, syllabuses and assessment practice across the school.
12. To model best practice in ensuring that lessons meet the needs of all pupils and groups of pupils;
13. To work with curriculum leaders to prepare for OFSTED inspections;
14. To have a lead responsibility for the quality of pupil learning within the School, including:
 - a) the ethos of learning,
 - b) homework,
 - c) study practice,
 - d) revision practice;
15. To have a lead responsibility for parental engagement in the learning and achievement of their children, including:
 - a) parents' evenings,
 - b) parental consultation evenings,
 - c) options evenings;
16. To have lead responsibility for Curriculum provision, including Year 9 options and the extra-curricular provision;
17. Liaison with the T&L Team, and other leadership and management teams for school success.

GENERIC RESPONSIBILITIES

1. **Strategic leadership** – Work with the Head Teacher to:
 - a) demonstrate the School's vision and values in everyday work and practice;
 - b) ensure that the School's vision and values are understood and shared by the School community and are acted upon;
 - c) motivate staff and pupils to achieve a shared culture and positive climate that brings the School's vision to reality and ensures that our values are lived;
 - d) promote creativity and innovation – including in the use of new technologies – to achieve excellence;
 - e) attend governing body meetings and other meetings, as required, to report and advise.
2. **Leading excellent teaching and learning:**
 - a) modelling outstanding teaching whereby pupils achieve excellently and enjoy their learning and achievement;

- b) challenging and supporting all to ensure that outstanding practice is the desire and expectation of all in the School community, thereby creating and sustaining an ethos and culture of achievement, success and fulfilment in which each individual strives for individual success, within the success of the whole school community;
 - c) maintaining a consistent and clear focus upon pupils' achievement, using data and benchmarking to monitor progress;
 - d) using performance data to motivate staff and pupil improvement and to eradicate underperformance at all levels and in all spheres;
 - e) leading in the identification and implementation of timely, effective and efficient strategies to enable all pupils to meet or exceed their targets;
 - f) promote creativity, innovation – including in the use of new technologies – to achieve excellence in the area of teaching and learning.
3. **Personal development and supporting the development of others**
- a) creating and maintaining a culture of personal development: to be constantly striving for perfection;
 - b) assisting in the creation of the School as a 'learning community' and a school that works collaboratively with other schools and institutions for educational excellence;
 - c) ensuring that all staff are challenged, guided and supported to be at their best and improving; contributing to induction, continuous professional development and appraisal;
 - d) maintaining a culture of praise, celebration and high expectation so that all in the School community, particularly pupils and staff, feel valued encouraged and recognised. This will necessitate taking timely action should concerns arise;
 - e) managing one's own work and that of others to ensure that a proper work-life balance is maintained.
4. **Management and Self-Evaluation:**
- a) contributing to the review, communication and implementation of School policies and procedures to support excellent behaviour for learning and achievement and positive relationships within the school; providing direct assistance to staff in sustaining these;
 - b) providing an effective presence around the School as often as possible, especially at break, lunchtime, lesson change-over, and in busy places, to maintain the highest standards of behaviour and appearance from pupils; this is also to be achieved through 'SLT Presence' and 'SLT Call-Out';
 - c) working with the head teacher to achieve excellent organisation and management and creating effective and efficient systems and structures to allow everyone to do his or her jobs well and in line with legal requirements;

- d) promote creativity, innovation – including in the use of new technologies – to achieve excellence effectiveness in the running of the school;
 - e) helping to keep the school environment attractive and in good order and reporting any problems or health and safety issues promptly to the premises manager and school business manager; to participate in design and building improvements.
5. **Security accountability** – With the Head Teacher ensuring that:
- a) all statutory responsibilities are met; systems and policies are put into action; monitoring for effectiveness is carried out and reports and action plans are drawn up. This includes external requirements, such as those of Ofsted;
 - b) procedures for quantitative and qualitative self-evaluation are valid and accurate and make use of the best methods and high quality data to:
 - i. identify improvements,
 - ii. celebrate success,
 - iii. eradicate underperformance, and
 - iv. enable responsibility to be taken for outcomes.
 - c) provide valid and accurate analyses for governors, parents and others, as appropriate, on the School's performance and areas for development;
 - d) participate positively in the review of one's own performance; accepting guidance and identifying how to contribute personally to raising achievement further and acting upon this.
6. **Promoting and strengthening the school community:**
- a) building a School community that takes account of the richness and diversity of the School's communities and of its individuals;
 - b) leading in creating and implementing educational strategies which promote equality, justice and compassion, and take action to challenge racial and other prejudices;
 - c) maintaining strong partnerships with parents to support pupils' achievement and personal development;
 - d) develop close working relationships with partner primary-schools and other educational providers.

Generic - professional responsibilities from the *School Teachers Pay and Conditions Document, 2018, pp45-46.*

As a teacher the post holder is required to undertake the following duties.

Teaching

50.2. Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.

50.3. Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.

50.4. Participate in arrangements for preparing pupils for external examinations.

Whole school organisation, strategy and development

50.5. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.

50.6. Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

50.7. Subject to paragraph 52.7 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

Health, safety and discipline

50.8. Promote the safety and well-being of pupils.

50.9. Maintain good order and discipline among pupils.

Management of staff and resources

50.10. Direct and supervise support staff assigned to them and, where appropriate, other teachers.

50.11. Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.

50.12. Deploy resources delegated to them.

Professional development

50.13. Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.

50.14. Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

50.15. Communicate with pupils, parents and carers.

Working with colleagues and other relevant professionals

50.16. Collaborate and work with colleagues and other relevant professionals within and beyond the school.

Please Note: This job description is not necessarily a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder. **The post requires clearance by Disclosure and Barring Service (Enhanced Disclosure).**

In undertaking this role, the post holder shall ensure that all duties are carried out with due regard to the school's Safeguarding, Health and Safety and other school policies and procedures.

Equality and Diversity

The School has a strong commitment to achieving equality in its service to pupils, parents and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

Health and Safety

The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

Corporate Health and Safety Responsibilities

All employees have personal responsibilities to take reasonable care for the health and safety of themselves and others. This means:

- Understanding the hazards in the work they undertake
- Following safety rules and procedures
- Using work equipment, personal protective equipment, substances, and safety devices correctly
- Working in accordance with the training provided and only undertaking tasks where appropriate training has been received

Employees shall co-operate with the School by allowing it to comply with its duties towards them. This requires employees to:

- Take part in safety training and risk assessments and suggest ways of reducing risks
- Take part in emergency evacuation exercises

Employees shall report all accidents, 'near miss' incidents and work related ill health conditions to their manager. Employees shall read the School's Health & Safety policy to understand their responsibilities as an employee.

Information Security

In order to protect the confidentiality, integrity and availability of School's information, including information provided by pupils, parents, partner organisations and other third parties, where applicable, employees will comply with the School's Information Security Policy.

Commitment to Safeguarding of Children and Vulnerable Groups through safer employment practice

Broomfield School is committed to safeguarding and promoting the welfare of children and young people. Safe recruitment of staff is central to this commitment, and the School will ensure that its recruitment policies and practices are robust, and that selection procedures prevent unsuitable people from gaining access to children and young people. ***All staff employed to work with or on behalf of children and young people in the School must be competent and take reasonable care to safeguard pupils in the school. This means participating in training and development on safeguarding issues as directed.***

All staff working with Children & young people should be aware of, and share the commitment to safeguarding and promoting the welfare of children and young people when applying for posts at Broomfield School.

End of Job Description.

PERSON SPECIFICATION: Assistant Head Teacher in charge of Teaching, Learning and Achievement

Qualities and Attributes	Essential	Desirable	Evidenced by
Qualifications			
A fully qualified teacher with a secondary PGCE or equivalent and Qualified Teacher Status.	✓		Application
A relevant degree.	✓		
Appropriate in-service training.		✓	
Experience			
Experience of senior or middle leadership and management level.	✓		
Relevant experience and proven success in teaching at two of the Key Stages 3, 4 or 5.	✓		
Evidence of excellent classroom practice with a proven ability to teach to a consistently high standard.	✓		Application/Interview
Strong management skills and evidence of motivating pupils and staff.	✓		
Effective teaching and learning strategies, including exam result.	✓		
Evidence of raising pupil attainment and pupil progress.	✓		
Knowledge and Skills			
An ability to analyse and interpret both internal and external data accurately and to use this to inform future planning and intervention.	✓		Application/Interview
Knowledge of intervention strategies that can be used effectively at Key Stages 3, 4 and 5 to address under performance and personal development and behaviour.	✓		
Ability to monitor the quality of teaching and learning across all Key Stages and provide appropriate support to staff as required.	✓		
Ability to recognise and respond to the needs of children of different attainment levels.	✓		Application/Interview
Excellent written and oral communication skills.	✓		Application/Interview
Ability to work as a member of a team and/or lead a team and to contribute to developments.	✓		Application/Interview
Strong ICT skills.		✓	Application/Interview
Understanding of pupil data: <ul style="list-style-type: none"> assessment data and action planning, personal development and behaviour. 	✓		Application/Interview
Evidence of keeping abreast of current educational development and issues, an awareness of current educational legislation and developments in 11-19 education.	✓		
Willingness to undertake professional training	✓		
Ability to teach at least two subjects to GCSE level.	✓		Application/Interview
Able to lead by example and demonstration.	✓		Application/Interview
General/Personal Qualities and Characteristics			
An intellectual interest in your subject/s and a passion for the subject and all it offers.	✓		Interview
Vision, energy, enthusiasm, humour and a lover of hard work.	✓		Application/Interview
Ability to relate to pupils, parents and staff.	✓		Application/Interview
A passionate belief in the success of young people and in teaching and obtaining high standards	✓		
Ability to prioritise, meet deadlines and get positive results.	✓		
Self-reflective and analytical.	✓		Application/Interview
A commitment to principles and policies of equal opportunities.	✓		Application/Interview
A willingness to be involved in activities that promote the extended school agenda. Resilience and a sense of humour.	✓		Interview

End of Person Specification.