



## Job Description

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description.

|                     |   |
|---------------------|---|
| <b>Job title:</b>   | <b>Assistant Headteacher – Key Stage 3</b>  |
| <b>Key aims:</b>    | <p>The role involves leadership of the personal development of pupils through provision of a wide variety of enrichment and SMSC experiences, ensuring high quality healthy living education, and opportunities to develop character. The post holder will also ensure that pupils are well prepared for life in modern Britain through active citizenship, application of British Values and embedding a culture of equality and diversity across the school. The Assistant Headteacher will also have the ability to lead in a variety of other whole school areas according to the needs of the school, and will contribute significantly to driving forward the school's priorities.</p> <p>This role will also have specific responsibility and oversight for Key Stage 3.</p> |
| <b>Reporting to</b> | <b>Headteacher</b>  |
| <b>Scale</b>        | <b>L12- L16</b>   |

### ROLES AND RESPONSIBILITIES

#### **Roles and essential characteristics:**

As strategic managers with whole-school and Trust responsibilities, Senior Leadership Team members share the following roles including a contract which goes beyond the 1265 hours working time applicable to teachers on the teachers' pay scale.

- Demonstrating a commitment to teamwork and collegiality
- Being a very effective classroom practitioner and undertaking an appropriate teaching load (performance should meet or exceed threshold standards)
- Demonstrating a commitment to raising pupil attainment and staff expectations in every aspect of school life
- Being visible and high profile; reinforcing standards of pupil behaviour and the Trust's core values and ethos (including supervision, duties and assemblies)
- Conducting themselves as professional role models for all staff and pupils; offering leadership, direction and support based upon effective communication and inter-personal skills
- Being involved in policy formulation, implementation and review
- Being comfortable in a culture which expects them, and others, to have clear performance targets for self and school improvement

- Thriving in situations in which they, and other colleagues, learn and develop professionally
- Presenting the school to parents/ carers and the community in a positive light in order to enhance its already positive image
- Having major management responsibilities, oversight of the work of other colleagues, and direct responsibility for specific objectives in the School Improvement Plan including carrying out appraisal reviews
- Reporting regularly to appropriate Local Governing Body committees and/or the Trust Board on specific aspects of the School Improvement Plan
- Gain support from hard to reach/disadvantaged families to work together in supporting the child's emotional and academic development.

### **Principal responsibilities:**

- To be responsible to the Headteacher for all aspects identified within the job description and to carry out the responsibilities of a member of the Senior Team
- To oversee and arrange cover
- To contribute to Dean Trust wide strategy and practice when appropriate
- To attend and contribute to Dean Trust leadership forums when appropriate
- To lead on Dean Trust wide initiatives and policies when required
- To develop best practice across the Dean Trust through personal dynamic leadership and active cross-Trust liaison at middle and senior leadership level
- To support the work of the Dean Trust Teaching School
- To undertake line management responsibility for named Middle Leaders and Faculty and Pastoral areas
- To assist the Headteacher in planning and delivering School policy - with specific responsibility and accountability in agreed key areas
- To promote high expectations of pupils and staff and to lead by example, re-enforcing the corporate ethos
- To contribute to the development and implementation of the School's Self Evaluation Form (SEF) and School Improvement Plan (SIP)
- To prepare reports for the Trust, Senior Leadership Team and the Local Governing Body
- To be involved in the process of recruitment and selection of teachers/ support staff
- To be flexible, working alongside other schools within The Dean Trust
- To be aware that the job description will change and develop as the school continues to develop and expand
- To ensure that disadvantaged children are making at least academic expected progress.
- To ensure that all disadvantaged children attend school and arrive on time ready to learn.

### **Key Stage 3 Responsibilities:**

- To identify and to promote leadership across the year groups for both pupils and staff
- To ensure that pupil documentation and data is accurate and effectively maintained through liaison with administrative staff
- To contribute to the delivery of the assembly programme for the year groups
- To support the Deputy Headteacher and AH for T&L in improving the quality of teaching and learning within the year groups
- To be responsible for pupil groupings within the year groups and communicating the rationale behind changes and pupil movements to parents and carers
- To contribute to and monitor year groups progress against Key Stage action plans
- To liaise with the Assistant Headteacher for Attendance, Behaviour and Inclusion (ABI), the Learning Support Department and individual faculties over IEPs, ILPs and other issues pertinent to the achievement of pupils within the year groups and within faculties
- To monitor progress against targets and to intervene when/where necessary formulating strategies and communication action to pupils, parents/carers and faculties

- To identify pupils and to co-ordinate appropriate mentoring programmes, liaising with appropriate internal and external groups
- To manage the production of reports, ensuring completion by set deadlines, taking action when non-completion is evident
- To ensure the efficient management and organisation of Pupil Progress evenings
- To make efficient use of prior attainment and current academic information to create additional reports for parents, when relevant.

**All employees have the responsibility to:**

- Ensure any documentation produced is to a high standard and is in line with the brand style
- Be aware and comply with all policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
- Participate in training and other learning activities as required
- Participate in the school's appraisal process
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- To promote the area of responsibility within the school and beyond
- To represent the school and the Dean Trust at events as appropriate
- To support and promote the Dean Trust ethos
- To undertake any other duties and responsibilities as required that are covered by the general scope of the post
- To undertake any other reasonable duties at the request of the Chief Executive, Academies Director and Headteacher

All post holders must comply with The Dean Trust professional standards for leaders and managers. The job description will be updated where appropriate in consultation with the post-holder.



## Person Specification

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the requirements of the post. **Candidates MUST meet the essential criteria.** Candidates who fail to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine a candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered in the interview process and references.

Disabled applicants who meet the minimum essential criteria will be shortlisted for interview.

| Evidence Key                         |   |
|--------------------------------------|---|
| Application Form & Supporting Letter | A |
| Selection Process                    | S |

| Professional Qualifications and Experience  |                                |                    |
|---|--------------------------------|--------------------|
| Criteria  | Essential (E)<br>Desirable (D) | Suggested Evidence |
| Senior leadership or Middle leadership experience within an educational setting         | E                              | A                  |
| Qualified Teacher Status (QTS)  | E                              | A                  |
| Evidence of further training for Senior Leadership such as MA, M.Ed, NPQSL, NPQML       | D                              | A                  |
| Commitment to accredited school leadership and management training/career development   | E                              | A                  |
| Current safeguarding training   | E                              | A                  |
| Ability to demonstrate commitment to safeguarding and promoting the welfare of children | E                              | A or S             |

| <b>Qualities &amp; Knowledge</b>   |  |                           |
|--|--|---------------------------|
| <b>Criteria</b>  | <b>Essential (E)<br/>Desirable (D)</b> | <b>Suggested Evidence</b> |
| Exhibits current knowledge and understanding of educational policy locally, nationally and globally      | E                                      | S                         |
| Demonstrates a commitment to Continuous Professional Development   | E                                      | A                         |
| Can evidence strategic leadership  | E                                      | A or S                    |
| Has a proven track record as an excellent teacher with ambitious standards                               | E                                      | A or S                    |
| Has a proven track record of securing appropriate outcomes for pupils in line with their starting points | E                                      | A or S                    |
| Promotes equality and inclusive practices  | E                                      | A or S                    |
| Demonstrates analytical understanding and uses data effectively  | E                                      | A or S                    |
| Is committed to safeguarding pupils  | E                                      | A or S                    |
| Understands about the relationship between managing performance, CPD and sustained school improvement    | E                                      | A or S                    |
| Effective team work with the school, Trust and with external partners                                    | E                                      | A or S                    |
| Inspires and influences others   | E                                      | A or S                    |

| <b>Personal Qualities&amp; Attributes</b>                            |  |                           |
|--|--|---------------------------|
| <b>Criteria</b>  | <b>Essential (E)<br/>Desirable (D)</b> | <b>Suggested Evidence</b> |
| Resilient  | E                                      | A or S                    |
| Demonstrates honesty and integrity                                   | E                                      | A or S                    |
| Self-motivated, enthusiastic and energetic                           | E                                      | S                         |
| Excellent communication and interpersonal skills                     | E                                      | A or S                    |
| Effective working relationships                                      | E                                      | A or S                    |
| Excellent organisational skills                                      | E                                      | A or S                    |
| Prioritises, meets deadlines and performs effectively under pressure | E                                      | A or S                    |
| Demonstrates initiative and problem-solving skills                   | E                                      | A or S                    |
| Flexible and adaptable to change                                     | E                                      | A                         |
| Excellent Attendance & Punctuality Record                            | E                                      | A                         |

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All staff are subject to an enhanced DBS check.