



Assistant Headteacher (Secondary) Job Description

Uptown School and Taaleem believe that each employee makes a significant contribution to the success of the school and that contributions should not be limited by the assigned responsibilities.

Therefore, this position description is designed to outline primary duties, qualifications, and job scope, but not limit the employee, nor the school, to only the work identified. It is the expectation of the school, that each employee will, within reasonable limitations, offer their services wherever and whenever necessary, to ensure the success of our organisation.

Job title	Assistant Headteacher (Secondary)
Classification	Senior Leader
Reporting to	Head of School

Key Responsibilities

The exact nature of the main area of responsibility of the role is flexible and will be determined by considering the individual qualities of the successful candidate and the skills and experience of the other members of the Secondary School Leadership Team. The main area of responsibility will most likely be for Pastoral Care and Enrichment, Assessment, Recording and Reporting, or Professional Learning. Responsibilities associated with each of these include:

Pastoral Care and Enrichment

- Ensuring that pastoral systems support the aims of the school and reflect the needs of students, resulting in outstanding pastoral care
- Coordinating the delivery, assessment and evaluation of Moral Education
- Maintaining an understanding of best practice relating to pastoral systems around the world so as to ensure that Uptown continues to provide outstanding pastoral care
- Ensuring that behaviour management procedures and all related policies are robust
- Acting as the Secondary School lead for Safeguarding and Child Protection
- Supporting other Senior Leaders to ensure that school policies and procedures are consistently applied across the Secondary school
- Liaising with external agencies regarding the co-curricular programme
- Working with the Student Council and Prefects
- Overseeing the planning and delivery of events, themed days/weeks, day trips and residential trips



Assessment, Recording and Reporting

- Maintaining clear policies on assessment practices, ensuring that they are standardised and understood at all levels
- Ensuring that student assessment systems are robust, reliable and valid, and that they can be used to inform future planning, track student progress, track staff performance and inform parents how well their children are performing
- Implementing a strategy for improving student attainment
- Leading Middle Leaders in understanding and utilising the assessment system for the purposes above and for inspection purposes
- Working with the Data Manager to ensure that all technological platforms (e.g. Managebac, iSAMS, Testwise) are being used efficiently and effectively by all staff and that all information is current and accurate
- Leading the reporting of performance data to parents
- Ensuring that all external examinations, tests and surveys are administered efficiently and effectively
- Supporting all Middle Leaders in monitoring the impact of teacher interventions
- Supporting staff in the analysis and interpretation of relevant data for inspection and accreditation visits

Professional Learning

- Planning and coordinating all professional learning opportunities for staff within school
- Ensuring that all staff have attended appropriate training courses to support their roles with respect to their teaching commitments and leadership responsibilities
- Liaising with other schools in the Taaleem group, and with Central Office, in order to provide quality opportunities for staff to engage in professional learning with colleagues
- Leading and coordinating quality assurance processes regarding the quality of teaching and learning within the school
- Planning, delivering and evaluating staff support plans in order to improve the quality of teaching and learning
- Providing colleagues with updates and recommendations regarding contemporary educational research

In addition to this, other key responsibilities include, but are not limited to:

- Overseeing the academic and pastoral development of students in a specific phase of the school (e.g. Grades 6-7, Grades 8-10, Grades 11-12)
- Line managing pastoral leaders and staff in positions of responsibility (relevant to the phase)
- Line managing academic leaders
- Working alongside other Senior Leaders in the operation and strategic development of the Secondary School

The role does have a teaching component.



Personal Attributes

1. Knowledgeable, Reflective, Inquirer, Thinker

- Empathises with and believes in the values of the school
- A student of learning and leading
- Solutions-focused
- Believes in the potential of all students
- Committed to professional learning
- A strategic thinker who can shape and deliver change

2. Caring and Open-minded

- Passionate about international education and working with young people
- Sees leadership as a service to others
- Internationally-minded and culturally sensitive
- Sense of humour and humility
- Tough but kind

3. Conscientious

- Motivated by challenge
- Resourceful
- Does what it takes to get things done

4. Communicator and Risk-taker

- Communicates effectively to large and small audiences
- Statesman-like on public occasions
- Composed under pressure
- Innovative and creative

5. Principled and Balanced

- Acts with integrity
- Resilient when faced with set backs
- Flexible when conditions change
- Comfortable with complexity, change and uncertainty
- Always prioritises the needs of the school



Professional Responsibilities

The responsibilities of each Senior Leader are dependent upon the role and will be delegated by the Head of School. However, the overriding aims of every Senior Leader are as follows.

1. Foster an aspirational school culture and get the best out of teachers and leaders through coaching, delegation, holding them to account and inspiring them to act. Ensure that genuine distributed leadership leads to collective responsibility and accountability.

The Senior Leader achieves this through,

- ensuring alignment of school practices to whole school guiding statements
- leading regular line management meetings with Middle Leaders
- leading sections of the appraisal process across the school
- ensuring that staff successes are celebrated appropriately

2. Make informed decisions and devise school improvement plans that are values-driven and based on evidence from effective self-evaluation. Recognise opportunities and threats and manage the complexity of leading in a large international school, in order to successfully lead staff through institutional developments.

The Senior Leader achieves this through,

- Designing and applying robust self-evaluation systems
- Leading the creation of development plans for Middle Leaders and holding them to account
- Purposefully planning how any institutional change will be managed and communicated

3. Communicate, build relationships and inspire confidence in all stakeholders, especially young children, from a variety of backgrounds.

The Senior Leader achieves this through,

- Being visible around the school and in classrooms
- Celebrating student success in line with the values of the school, Taaleem and the IB
- Making oneself available to parents
- Providing regular discussion forums on topics of interest to parents
- Playing a full part in all Taaleem Job-a-Like meetings
- Providing regular reports on progress and developments to the Head of School



4. Support the Head of School in leading professional learning in Teaching and Leadership across the school, in order to build the capacity for further institutional development. Support the Head of School in recruiting and retaining staff that epitomise the ethos and approaches of the school and the IB.

The Senior Leader achieves this through,

- Providing in-house professional learning sessions throughout the year
- Supporting the induction of new staff
- Providing both a formal and informal support network for staff that helps them overcome professional and personal challenges

5. Promote the school through public speaking, social media and through building relationships with external organisations.

The Senior Leader achieves this through,

- Taking an active and direct role in promoting transition
- Speaking at external events and writing articles for local publications
- Contributing to official Uptown social media feeds
- Highlighting, to the marketing department, events and achievements that promote the success of the school
- Representing the school at external events, such as the IB conference and KHDAs 'What Works'
- Welcoming external partners into school

6. Supporting the Head of School in managing the day-to-day running of the school in order to maximise opportunities for student success.

The Senior Leader achieves this through,

- Working with the other members of the WSLT to ensure that the school is compliant with all regulatory and compliance guidelines
- Holding staff to account for the use of any delegated budgets
- Liaising with the Operations and Facilities managers to ensure that maintenance issues are dealt with efficiently
- Ensuring that internal communications (briefings, bulletins, etc) are well executed for the smooth running of the school

7. Drive the school to ever improving outcomes for all students, by all measures, including those set out by the UAE National Agenda.

The Senior Leader achieves this through activities that are dependent on their specific role



8. Contribute effectively to the appropriate school leadership team and play a wider role in developing leadership across Uptown and Taaleem.

The Senior Leader achieves this through,

- Attending leadership meetings
- Preparing reports and presentations for the leadership team on key issues
- Challenging other leadership team colleagues on their proposals, to ensure only robust initiatives are approved.
- Working with other Senior Leaders to ensure systems and practices are aligned and not contradictory
- Supporting the Head of School in writing Job Descriptions and School Policy documents
- Supporting leadership colleagues in both public and private forums through practical help, emotional support and reputational promotion
- Reporting developments and challenges to the Head of School in a formal and regular manner

9. Lead the safeguarding and pastoral care of students, ensuring that barriers to learning are removed or mitigated for.

The Senior Leader achieves this through activities that are dependent on their specific role

10. Monitor the effectiveness of curricular and co-curricular provision and make improvements as necessary. and students are given ample opportunity to discover their passions.

The Senior Leader achieves this through activities that are dependent on their specific role

11. Prepare all personnel, systems and avenues of communication for all external inspections, evaluation visits and accreditation visits

The Senior leader achieves this through,

- Ensuring that the Middle Leaders of the school are familiar with all requirements of the process, especially with regard to how their day-to-day work contributes towards it
- Work with the leadership team to ensure that all internal school systems, policies and practices support the school's success in these processes

In addition, all Senior Leaders will be expected to deputise for the Head of School when appropriate.



Knowledge and Skills

Desirable:

- Knowledge and understanding of the IB curriculum
- Knowledge and understanding of contemporary educational research
- Knowledge and understanding of current educational developments in the UAE
- Outstanding practitioner in the classroom
- Excellent communication skills, including high standards of professionalism in written and spoken English
- Organised and works to deadlines
- Ability to engage and motivate people to enable them to perform highly

Experience and Qualifications

Essential:

- At least three years in a middle or senior leadership role
- A degree in your specialist subject
- A recognised teaching qualification, such as a B.Ed or a PGCE
- A strong track of record of engaging in professional learning

Desirable:

- Experience of working with DSIB, OFSTED or similar school inspection authority
- Experience of working in an IB school
- Experience of working in an international school setting
- A Master's Degree or higher in Education/Leadership or a professional qualification, such as the NPQSL (a commitment to undertaking the NPQSL course is considered *essential*)