

ASSISTANT HEAD

School: Primary

Reports To: Head of Primary

Responsible For: Heads of Year, specified Heads of Subject, Teachers & Teaching Assistants

JOB DESCRIPTION

Primary Objective of Role

The primary role of the Assistant Head Teacher is to lead the staff in the phase to ensure high quality teaching, development of the curriculum, effective use of resources and the highest standards of learning and achievement for all pupils. They will deliver excellence in all aspects of our pastoral and 'quality of education' provision within their phase but additionally in the wider school. They will have high expectations of standards, create a welcoming environment which is conducive to learning and promote a growth mindset. As a leader of teams, they will further foster a culture which is centred around commitment, enthusiasm and cooperation whilst ensuring the core values of DC permeate all aspects of life at Doha College Primary. The post holder will lead a phase team of approx. 12 - 16 class teachers and nearly 400 children. They will play a significant role in contributing to the school's ongoing strategic development as a member of the Primary Leadership team.

Accountability and Responsibilities

Safeguarding and promoting the welfare of students

- Incorporate the school's vision, mission and core values into normal working practice
- Promote, through motivating, challenging and supporting, a purposeful, disciplined, reflective, and thriving environment which aims to raise student expectations and self esteem
- In collaboration with the other Assistant Heads, ensure positive outcomes of tracking, monitoring and reporting for all students
- Promote equality and enable the educational and social inclusion of all students
- Exhibit genuine passion and belief in the potential of every student
- Be aware of and have a commitment to equal opportunities for all
- Demonstrate warmth, humour and total commitment to young people
- Participate in the admission process of prospective students
- Encourage student voice to promote the Vision, Mission and Core Values of Doha College
- Fulfil the role of Deputy Designated Safeguarding Lead
- Member of the College safeguarding team



General Responsibilities

- Uphold and propagate high quality, rigorous, evidence-based teaching and learning pedagogy across the Phase Teams and wider school
- Liaise effectively with colleagues to ensure consistency of approach in teaching and learning across the school
- Lead a strategic curriculum development team with Heads of Subjects to aid curriculum development across the school
- Promote the vision, culture and ethos of Doha College
- Support transition between phases
- Lead communication with all stakeholders on information relating to the phase
- Be an excellent role model for pupils and for staff, by practice that sets a standard for other teachers to emulate
- Lead staff in planning, teaching and evaluation of teaching to raise standards: both formally and informally ensuring the philosophy of growth mindset permeates all learning
- Provide guidance to staff in marking and assessment for learning, and standards expected
- Work with the teachers to promote best and innovative practice to enrich the range of teaching and learning styles in the school
- To support colleagues to create a stimulating environment for learning
- Lead CPD, contributing to and supporting the activities of the Education Innovation Forum
- Lead on the process of Professional Development within the phase

Leadership and Management Responsibilities

- Lead, manage and innovate teaching and learning in the phase in line with the philosophy of Doha College
- To enable all teachers to achieve expertise in planning and teaching through example, support and by leading or providing high quality professional development opportunities
- Lead regular phase meetings to ensure continuity in teaching and learning
- Update teachers of changes to Doha College policy
- Organise materials for, and co-ordinate Assessment weeks
- Liaise closely with support staff and other professionals so that they are able to make a significant contribution to teaching and learning within the phase
- Liaise with staff to ensure smooth transition from one phase to another, including coordination of the 'handover' of relevant documents
- Induct, support and monitor new staff within the phase, including mentoring of NQTs
- Keep abreast of curriculum developments, support and monitor best practice across the College and ensure its dissemination
- Coach and mentor staff through a programme of whole school, phase and individual professional development as needed
- Monitor and evaluate the quality of teaching and learning and standards within the phase, using a variety of methods including tracking, data analysis, observing lessons, monitoring plans and bookwork, speaking to children about their learning
- Use the above information to action required support including setting targets for continuous improvement
- Establish staff and resource needs and make appropriate recommendations to the leadership team for expenditure
- Maintain existing phase resources, ensuring all staff are familiar with these, and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside of the College
- Ensure parents and relevant stakeholders are well informed about subject policies, plans and priorities, the success in meeting objectives and targets and the progress against action plans



- Ensure that planning, assessment, target setting, recording and reporting systems are implemented in line with school policy
- Provide feedback to teachers and disseminate examples of excellent planning and teaching support working between Phases

Other

- Safeguard the health and safety of self and others in accordance with Doha College Health and Safety Policy
- Contribute to decision making and policy development across the Primary setting
- Lead phase teams in ensuring effective communication with parents/carers, CLT, governors, College and wider community
- Attend and contribute to Primary Leadership meetings
- Promote excellent 'behaviour for learning' around the school and support colleagues in promoting this
- Show a commitment to work outside directed time when required
- Contribute to and provide evidence for documentation required for inspection
- Contribute to and lead on specific areas of the Doha College Development Plan
- Implement and develop key initiatives across the school as required
- Develop personally and professionally through reflection on own practice and private study, keeping abreast of new initiatives

Professional Responsibilities

- To safeguard and promote the welfare of all young people at Doha College
- To fulfil wider professional responsibilities as defined by the Teachers' Standards
- To take responsibility for improving their own professional practice by engaging in independent professional development alongside the School's formal professional development programme
- To complete any mandatory training related to their job or required to fulfil the school's statutory or regulatory obligations
- To proactively explore developments and innovations in pedagogy and subject knowledge
- To demonstrate consistently high standards of personal and professional conduct, developing and maintaining effective and positive relationships with colleagues across the school
- To establish professional and effective communication with parents

Values

- To promote Doha College's vision, mission and values, within the School and beyond
- To promote the inclusive ethos of the School by cultivating a culture of equality, diversity and kindness

Teaching

- Model excellence in teaching and learning across the Primary School
- To contribute to the teaching and learning in the school, although this is a non-class based role
- Fulfil a regular teaching commitment of up to 0.5
- Additionally, provide class teacher cover where necessary

Other Responsibilities

- To undertake such other reasonable duties from time to time as the School may reasonably require

This Job description is not intended to be an exhaustive list of all duties and responsibilities associated with the role. Other duties may be assigned by the Principal and Head of Primary.

Dates of staff meetings and training/INSET days are produced each term and these are classed as directed time: all members of staff are required to attend. In addition, meetings associated with staffs' professional development are included, as are parent's evenings and College events, such as school productions.



Safeguarding

Doha College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening, including reference checks with previous employers and a criminal records check. Teaching staff will also be subject to a Barred List and Prohibition from Teaching Check. This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

Diversity, Equity and Inclusion (DEI)

As an equal opportunities employer, Doha College is committed to a culture of diversity, equity and inclusion. We believe that a diverse staff body reflects and supports the diversity of our students and wider society and leads to a cognitive diversity that promotes excellence in all areas.

PERSON SPECIFICATION

Key

E=Essential D=Desirable

Requirements

Qualifications

- Degree and/or relevant teaching qualifications (E)
- Qualified Teacher Status (QTS) (E)
- NPQSL or equivalent, MA/MEd, or a commitment to obtain one of these qualifications within three years (D)
- Recent Level 3 safeguarding training (D)
- Google Educator Trained (D)

Experience

- Relevant experience of leadership across the Primary phase (E)
- Experience of successfully leading and managing year /phase groups and curriculum implementation (E)
- Excellent understanding and experience of the requirements of the Early Years Foundation Stage, the National Curriculum and relating Primary frameworks (E)
- Experience developing and implementing a range of assessment procedures (E)
- Experience of allocating and managing a budget (D)
- Experience of whole school assessment processes (E)
- Experience of observing and evaluating the quality of pastoral care and learning and teaching (E)
- Experience of Special Educational Needs and inclusive practice (E)
- Understanding of SEND code of practice and its application in a school setting (E)
- Experience of leading safeguarding in a whole school setting (D)
- Experience of mentoring and/or supporting colleagues (E)
- Experience of organising and delivering teacher or support staff training (E)
- Experience of managing behaviour at whole-school level (D)



Skills, Knowledge and Abilities

Leadership

- Commitment to safeguarding procedures and the welfare of students (E)
- Commands the respect of students, staff, parents and governors, with the appropriate gravitas to deputise for the Head when required (E)
- Have an appreciation of the whole school perspective on all matters(E)
- Excellent understanding of high quality, rigorous, evidence-based pedagogy and experience of best practice in teaching & learning (E)
- Strives for the highest standards at all times (E)
- Calm, positive and measured whilst under pressure (E)
- A confident decision maker (E)
- The ability to communicate enthusiasm and vision to the staff and students (E)
- The ability to lead and manage people to work towards a common goal (E)
- The ability to blend firmness, patience and empathy when dealing with difficult situations (E)

Personal Behaviours

- Resilient and positive; willing to go the extra mile in the bustling life of a school (E)
- Ability to identify problems and bring creative solutions (E)
- An outstanding communicator who is dynamic and innovative (E)
- Flexible and adaptable, with energy, stamina and enthusiasm (E)
- Be loyal and discreet (E)
- Empathetic, with excellent listening skills (E)
- Kind and inclusive (E)
- Effective interpersonal skills with the ability to lead and to work as part of a team to motivate, challenge and inspire colleagues, and to give feed-back in a supportive manner (E)

Operational Excellence

- Exceptional levels of planning and organisation, with meticulous attention to detail (E)
- Significant initiative and drive, allied to the ability to work quickly and accurately (E)
- Outstanding educationalist with a proven track record of success and initiative (E)
- Articulate in all forms of communication. An accomplished public speaker; fluent and accurate written and spoken English (E)
- Excellent time management skills (E)
- Ability to market the school effectively (E)
- Excellent IT skills (E)
- A reliable and precise proof-reader (E)

Ethos and School Values

- An individual with a genuine commitment to the safeguarding of students in their care and the wellbeing of staff (E)
- Committed to operating as an integral part of the school community (E)
- Committed to Doha College's Values, our Vision and Mission (E)
- Possess the desire to get involved in all significant aspects of Doha College school life(E)
- Ability to remain positive, professional, enthusiastic and maintain a sense of humour when working under pressure(E)

