

Genesis Education Trust
Job Description**Leadership Scale****Post Title: Accelerated Leadership Programme****Section 1: Core Purpose and Accountability**

To play a major role under the direction of the Head Teacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.

Undertake professional duties of the Head Teacher reasonably delegated to you by the her.

Undertake the professional duties of the Head Teacher in the event of his absence from the school.

To provide professional leadership and management of a School Development Plan priority and a core/ foundation subject to provide high quality teaching, the effective use of resources and improved standards of learning and significant achievement in this area for all children.

Your immediate responsibility is to the Head Teacher.

Section 3: Performance Management

3.1 To undertake annual Performance Management, setting and agreeing targets linked to school improvement priorities with the Head Teacher.

Section 4: Key Areas**4.1 Impact on educational progress beyond your own assigned pupils:****Strategic direction/Shaping the future**

- a. Support the Head Teacher in:
 - ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
 - demonstrating the vision and values of the school in everyday work and practice
 - motivating and working with others to create a shared culture and positive climate
- b. Assist the Head Teacher in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision, consistent with the procedures in the school self evaluation policy
 - hold staff accountable for agreed benchmarks/curriculum targets throughout the school
- c. Develop and implement policies and practices for the subject/area(s) which reflect the school's commitment to high achievement and consistent with national and local strategies and policies
 - promote high expectations for attainment
- d. Establish short, medium and long term plans for the development and resourcing for the specific areas of responsibility
- e. Monitor the progress made in achieving subject/area plans and targets, and evaluate the effects on teaching and learning
 - report on progress to stakeholders and outside agencies, including producing a short reports for the Head Teacher/Head of School and Governors
 - undertake the school's agreed monitoring and evaluation procedures including Learning Walks and evidence trails
 - monitor colleagues planning and feed back
 - regular sampling of pupil's work
 - regular monitoring of display around the school for evidence of pupil progress

- use any other monitoring activity that will support accurate assessment of standards in the subject/area.

The key Leadership characteristics/competencies that contribute to success at this level are:

Community engagement	Sensitive to group needs and dynamics Communicates and connects own vision to that of others	Initiative	Thinks and acts ahead
Analytical thinking	Analyses variables	Team working	Gets input from others Builds team spirit
Conceptual thinking	Sees patterns Uses concepts		

4.2 Leading Learning and Teaching, developing and enhancing the teaching practice of others:

- a. Work with the Head Teacher to raise the quality of teaching and learning and pupil's achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes
 - ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
 - establish creative, responsive and effective approaches to learning and teaching
 - ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
 - demonstrate and articulate high expectations and set stretching targets for the whole school community
 - implement strategies which secure high standards of behaviour and attendance
 - monitor, evaluate and review classroom practice and promote improvement strategies
 - challenge underperformance at all levels and ensure effective correction action and follow-up
- b. provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on students learning
 - provide effective feedback to staff on performance using an agreed framework
- c. develop whole staff, subject teams and individuals to enhance performance
 - undertake coaching and mentoring
 - plan, organise and deliver staff CPD, where necessary bringing in outside speakers
 - keep abreast of the latest developments in the area and disseminate effectively to other members of staff
- d. plan, delegate and evaluate work carried out by team(s) and individuals
- e. create, maintain and enhance effective relationships
 - regular meetings
 - use team communication model to resolve issues
- f. recruit and select teaching and support staff

The key Leadership characteristics/competencies that contribute to success at this level are:

Holding people accountable	Sets boundaries Demands performance	Developing potential	Gives feedback and encouragement
Managing pupils	Takes actions on behalf of the class	Challenge and support	Strives for the best possible provision Challenges others in the pupil's best interest
Passion for learning	Supports practice	Impact and influence	Takes action to persuade Calculates an impact

4.3 Securing Accountability

- a. work with the Head Teacher to ensure the school's accountability to a wide range of groups, particularly parents, carers, governors and the LA; ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community

ACCELERATED LEADERSHIP PROGRAMME

- develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
- reflect on personal contribution to school achievements and take account of feedback from others
- b. agree, monitor and evaluate the subject pupil progress targets to make a measurable contribution to whole school targets
- c. provide guidance on a choice of appropriate teaching and learning methods/strategies
 - model and demonstrate
 - act as a consultant for other staff
 - exemplify good practice
 - undertake shared planning, team teaching etc.
- d. develop and implement systems for recording individual pupil's progress
- e. evaluate the quality of teaching and standards of achievement, setting targets for improvement

Resource management

- f. work with the Head Teacher to ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment
- g. oversee and evaluate the subject/area budget allocation to ensure the budget is spent in line with subject/area learning priorities and best value principles
- h. secure and allocate resources to support effective learning and teaching within the subject area(s)
- i. monitor and control the use of resources and budget according to school's agreed financial procedures

The key Leadership characteristics/competencies that contribute to success at this level are:

Holding people accountable	Sets boundaries Demands performance	Creating trust	Lives up to what he or she professes to believe
Impact and influence	Takes action to persuade Calculates an impact	Drive for improvement	Creates improvements Sets and tackles challenging targets
Challenge and support	Strives for the best possible provision Challenges others in the pupil's best interest		

4.4 Developing Self and Working with Others

- a. work with the Head Teacher to build a professional learning community which enables others to achieve.
- b. support staff within your team, and within the whole school in achieving high standards through effective continuing professional development
- c. be committed to own professional development.
- d. Implement successful performance management processes with allocated team of staff
 - treat people fairly, equitable and with dignity and respect to create and maintain a positive school culture
 - build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
 - acknowledge the responsibilities and celebrate the achievements of individuals and teams
 - develop and maintain a culture of high expectations for self and others
 - regularly review own practice, set personal targets and take responsibility for own personal development

The key Leadership characteristics/competencies that contribute to success at this level are:

Enduring resilience	Aware of own needs and triggers Actively manages emotions and energy	Creating trust	Acts fairly and consistently Lives up to what he or she professes to believe
Respect for others	Values others despite provocation Creates a community where there	Developing potential	Gives feedback and encouragement

	is mutual respect		Creates development opportunities
Confidence	Actively contributes Expresses a professional view Rises to challenges		

4.5 Strengthening Community

- a. work with the Head Teacher to engage with the internal and external school community to secure equity and entitlement.
- b. work with the Head Teacher to collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools.
- c. work with the Head Teacher to work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.
 - collaborate with other agencies in providing for academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
 - seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community

The key Leadership characteristics/competencies that contribute to success at this level are:

Community engagement	Sensitive to group needs and dynamics Communicates and connects own vision to that of others	Team working	Gets input from others Builds team spirit
Impact and influence	Takes action to persuade Calculates an impact	Understanding others	Understands ongoing behaviour

Specific accountability questions and success criteria of achievement will be negotiated and agreed at the beginning of the annual performance management cycle.

Section 5: Specific duties for Assistant Headteacher

- 5.1 To provide professional leadership and management of a key area of the School Improvement Plan as agreed, on an annual basis, with the Headteacher.
- 5.2 To provide professional leadership and management of behaviour in the school.
- 5.3 To provide professional leadership and management of a core/foundation curriculum subject.
- 5.4 To identify and pursue leadership and management development opportunities (to be negotiated and agreed with the Headteacher who will give support throughout).

Person Specification

Person Specification	Essential/ Desirable	Application	Interview	Lesson Observation
<u>EXPERIENCE</u>				
Evidence of successful teaching experience in an urban multi-cultural school.	E	*	*	*
Experience of working with SEN/GT children in a classroom setting	E	*	*	*
Ability to link planning, assessment & record keeping and teaching, to raise standards.	E	*	*	

ACCELERATED LEADERSHIP PROGRAMME

Experience of the National Curriculum, Key Stages 1 and 2 framework and/or Statutory Framework for the Early Years Foundation Stage	E	*	*	*
Evidence of understanding the key features of teaching and learning	E	*	*	*
Proven record of high quality classroom practice leading to improved standards of learning	E	*	*	*
Experience in and commitment to raising standards of attainment together with a knowledge of appropriate strategies.	E	*	*	*
A proven ability to agree, monitor and evaluate pupil progress targets to make a measurable contribution to whole school targets	E	*	*	*
A proven ability to evaluate the quality of achievement, agree, monitor and evaluate pupil progress targets to make a measurable contribution to whole school targets	E	*	*	*
Other job specific requirements				
Evidence of up to date knowledge of current initiatives in Primary practice.	E	*	*	*
Commitment to working as part of the whole school teaching team	E	*	*	
Evidence of commitment towards own professional development.	E	*	*	
Education and Training				
Qualified Teacher Status	E	*		
Qualification for Primary Sector	E	*		

E = Essential

D = Desirable