



Woolwich Polytechnic
School for Girls



Assistant Head Teacher: Key Stage 4 Raising Standards Leader

Job details

Salary: L13 – L16

Contract type: Permanent

Hours: Full time

Reporting to: Deputy Head Teacher

Main purpose

The assistant headteacher will support the head of school and deputy headteacher in:

- Communicating the school's vision compellingly and supporting the head of school's strategic leadership
- The day-to-day management of the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards meeting the school's aims and objectives

The Raising Standards Leader is a key role in the school, being responsible for Year 11 outcomes and the work that underpins them. It is a role which necessitates a passion for the highest standards and an ability to motivate others to achieve measurable improvements in student progress. The role will involve seeing the big picture (such as P8 outcomes and 9-5/9-4 measures for the whole cohort) as well as focusing on key student groups (such as Pupil Premium, HPA) and identifying individual students in need of support. The RSL will have the authority to direct and lead all those involved in students' progress and play a vital role in the success of the students and their school.

The assistant headteacher will also have a timetabled teaching commitment of 15 periods, complying with the Teachers' Standards and modelling best practice for others.

They may also be required to undertake any of the duties delegated by the head of school.

Main responsibilities

Raising Standards Leader and data:

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Improve students' outcomes at Key Stage 4
- Develop and lead the overall Raising Standards strategy at whole school level
- Work in collaboration with the other Raising Standards Leaders at school and MAT level to ensure that good practice is shared and built on
- Communicate a clear moral purpose and articulate a widely important goal (WIG) that is understood by staff, students, families and governors.
- Maintain a detailed overview and understanding of the school data; ensure intervention and other action can take place with little hindrance, removing any barriers.
- Lead middle leaders (including pastoral) in setting challenging and appropriate WIGs and help maintain the focus on those goals, removing distractions if necessary.
- Review and monitor school and departmental improvement plans to address weaknesses and build on strengths. This will include post exam analysis meetings.
- Write termly lines of enquiry based on analysis of summative assessments and to attend departmental review meetings when appropriate.
- Conduct "pre-mortems" to identify and then mitigate risks to outcomes in all areas.
- Interrogate historical data and identify strengths and weaknesses that inform planning.
- Review data and predictions to support teams in developing their understanding of the grading of their specifications. Help teams put together robust plans for standardisation and moderation and make sure that colleagues are supported in their CPD within this area
- Track and analyse pupil performance data, paying particular attention to disadvantaged groups such as those eligible for the pupil premium, with special educational needs, or who speak English as an additional language
- Line lead post-holders, including heads of department and Raising Standards Leaders
- Ensure that all students have the necessary levels of literacy and numeracy to allow them to access the highest levels of progress and oversee the implementation of strategies to support this.
- Oversee the Extended Schools programme and National Tutoring programme in order to ensure that appropriate interventions are deployed where necessary and their impact monitored and reviewed
- Develop and drive a co-ordinated school-wide approach to study skills, thinking skills and in developing stamina and resilience in students.

- Create a culture of positive support and encouragement amongst the staff and students. Motivate staff and students alike through presentations and innovation.
- Organise and supervise daily after school quiet Study Hall in collaboration with HOYs and DHOYs.
- Support HOY/DHOY in delivery of end of term celebration assemblies e.g. HODs nominations, printing certificates etc.
- Apply PiXL strategies and attend PiXL conferences.
- Lead Raising Attainment and Progress meetings

School culture and behaviour

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Create a culture where students experience a positive and enriching school life
- Uphold educational standards in order to prepare students from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from students, built on rules and routines that are understood by staff and students and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Organisational management and school improvement

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Establish and oversee systems, processes and policies so the school can operate effectively and efficiently
- Ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure effective use of budgets and resources
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

Staff management and professional development

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Performance manage middle leaders, including carrying out appraisals and holding staff to account for their performance
- Manage staff well with due attention to workload
- Ensure staff have access to appropriate, high-standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet their own needs

Governance, accountability and working in partnership

Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:

- Work with the governing board as appropriate
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the assistant headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Qualities

The assistant headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's students

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none">• Qualified teacher status• Degree• Professional development in preparation for a leadership role
Experience	<ul style="list-style-type: none">• Leadership and management experience in a school• Teaching experience• Involvement in school self-evaluation and development planning• Line management experience (holding others to account and having impact)• Demonstrable experience of successful line management and staff development• Having a track record of outstanding GCSE/A-level results
Skills and knowledge	<ul style="list-style-type: none">• Understanding of high-quality teaching, and the ability to model this for others and support others to improve• Understanding of school finances• Excellent data analysis skills and the ability to identify trends• Effective communication and interpersonal skills• Ability to communicate a vision and inspire others• Ability to build effective working relationships
Personal qualities	<ul style="list-style-type: none">• A commitment to getting the best outcomes for all students and promoting the ethos and values of the school• Ability to work under pressure and prioritise effectively• Commitment to maintaining confidentiality at all times• Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.