

Job description

Assistant Head – Primary



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Job role: Primary School – Assistant Head

Responsible for identified areas (currently PHSE, co-curricular and community) and for a phase of the Primary school (Phase 1 YN – Y1 or Phase 2 Y2 – Y4 or Phase 3 Y5 - Y6)

Grade: GSAL Leadership scale

Responsible to: Vice Principal and Head of Primary School

Responsible for: Staff in the specified phase

Key tasks and duties:

Policy/strategic direction and development

- Develop and promote a policy and action plan for the specified area as well as phase of the school, and keep this under regular review. To ensure that policy and planning is in line with primary school and whole school strategy and takes account of the school's changing needs and are appropriate to the full range of pupils' needs. Also that they optimise:
 - Pupil progress and attainment
 - Staff understanding, skills and knowledge of the curriculum relevant to that phase
- Take the lead in ensuring that whole school policies and strategies are embedded in planning throughout the phase and in the areas of responsibility
- Assist with the development and monitoring of policies and plans for the Primary School as a whole to ensure that they take appropriate account of the phase and areas of responsibility
- Be an active member of the Primary Leadership team in the planning, organisation, development and monitoring of whole school issues and logistics.

Teaching and learning

- Be a lead practitioner in establishing effective approaches to teaching and learning, including use of technology to enhance teaching and learning, and teach for approximately 2 days per week
- Promote excellence and inspiration in teaching and learning as a lead practitioner and leading by example; consult and advise colleagues in order to establish creative, responsive and effective approaches to teaching throughout the phase.
- Support and coach individual staff (teachers and teaching assistants) within the phase to improve performance where needed by offering to demonstrate lessons, work alongside, support with planning and give feedback.
- Working with other leaders in the school, monitor, evaluate and review classroom practice through learning walks, observations, monitoring work and planning; celebrate excellence; advise and update the Primary SLT on progress of identified areas, including performance of pupils and staff on a regular basis.
- As an SLT member, analyse pupil data for the whole school and in particular identify any actions or support needed for the phase.
- Working with the Deputy Head Pastoral to plan for the transition of children between year groups and key transition points, liaising closely with the other Assistant Heads.

Pastoral care

- Working with the Deputy Head Pastoral, assist with monitoring, evaluating and assessing pastoral welfare of pupils within the phase, ensuring continuous and consistent focus on pupils' achievement and development - moral, spiritual, physical, cultural and social, as well as academic.
- Oversee the implementation of the school behaviour policy for the phase including encouraging children to make good choices and supporting staff as necessary in dealing with individuals.
- Working with the VP & Head of Primary and Deputy Head Pastoral, support staff in the phase in responding to the pastoral needs of pupils throughout the phase.
- To lead assemblies and ensure that all assemblies in the phase are in line with focus for the term set by the Deputy Head Pastoral.
- To be a Deputy Designated Safeguarding Lead for the Primary school and support the Designated Safeguarding Lead for Primary in ensuring children are safeguarded at all times.

Leadership and management of others

- Provide leadership for colleagues within the phase, working with the VP & Head of Primary and Deputy Heads of the Primary School to be involved with inducting, developing, deploying, motivating and appraising teaching and support staff within the phase to ensure that they have clear expectations of their roles, and that high performance standards are achieved and maintained.
- Develop and maintain a culture of high expectations for self and others.
- Ensure the year group meets any necessary regulations (EYFS/ISI etc).

Marketing and external links, including public occasions

Working with members of the Primary Senior Leadership Team:

- Help support in developing an effective partnership with parents to ensure a shared understanding between school and home.
- Working with parents within the phase, this could include meeting with individual parents to discuss their child's academic or pastoral progress, organising parent talks, attending all events for the phase and other key school events.
- Promote the reputation of the school through public occasions (parents' meetings, open days, workshops etc).
- Working with the primary SLT and external relations team, to support the school in marketing activities in particular to meet with and tour prospective families.
- Develop links with relevant staff in Senior School and outside the school in order to increase opportunities for sharing good practice, learning opportunities for pupils etc.

Training and development of self and others

- Regularly review own practice and take responsibility for own development.
- Ensure that training needs, including induction, within the phase are identified, appropriately met, and that all members of the phase are active in their own personal and continuous professional development.
- Hold regular phase meetings and attend other leadership meetings as required, reporting back to staff as necessary.
- Working with other members of the senior leadership team to be involved in running INSET to offer support, guidance, innovation and motivation to colleagues.
- Engage with regular safeguarding training

Management of resources

- Ensure that appropriate, well-maintained resources are available throughout the phase and identify future resource needs and aspirations for consideration in the school budget planning process.

Monitoring, evaluation and assessment

- Participate in the school's monitoring and evaluation cycle, providing constructive feedback and targets in order to raise standards throughout the phase.
- Make effective use of performance benchmark data for monitoring, evaluating and assessing aspects of the school's work in the phase and also in the identified areas to ensure continuity, progression and the achievement of consistently high standards.

General:

- Any other assistance as may be reasonably required from time to time by the Principal or other senior manager in order to facilitate the efficient running of the school
- This job description does not define in detail all responsibilities and the responsibilities and activities in the job description may be varied to meet the changing demands of the school at the reasonable direction of the Principal
- All staff employed by The Grammar School at Leeds are expected to take responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible or with whom they come into contact
- All staff should be aware of the school's health & safety policy and implement it as appropriate

Review and amendment

- This job description should be seen as enabling rather than restrictive and will be subject to regular review. The current areas of responsibility will be reviewed on an annual basis and staff maybe required, following discussion with the VP & Head of Primary, to change areas of responsibility (of the same level) depending on the needs of the school.

The above responsibilities are in addition to the duties and responsibilities set out in the job description for a general teacher.

Person specification



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Qualifications and attainments.

1. Strong educational background.
2. A teaching qualification at degree or post-graduate level.

Experience

3. Experience of line-managing staff including developing and coaching individuals
4. Experience of successfully leading a key subject or area of the school including leading the introduction of a new initiative
5. Experience of successfully building effective relationships with parents.
6. Experience in leading INSET/supporting colleagues/professional development

Skills

7. Excellent classroom teaching skills
8. Outstanding interpersonal and communication skills (verbal and written); an ability to communicate effectively with all stakeholders including parents
9. Effective leader – leads by example, can work effectively as a member of the leadership team
10. Ability to coach and support staff including observing teaching, feeding back honestly yet constructively
11. Ability to share/evaluate/review/implement current/new practice
12. Enthusiasm for promotion of phase and able to communicate vision for the future direction of the phase
13. An excellent team player who can create effective links across the whole school.
14. Tact and diplomacy
15. Warm, approachable and supportive attitude towards colleagues

Knowledge

16. Knowledge of current educational developments in relation to the age group and awareness of current key research about primary teaching
17. Knowledge of key characteristics of quality teaching, learning and the learning environment.
18. Commitment to the School's support and promotion of equal opportunities and fundamental British values
19. Commitment to child protection as well as prevent duties and the promotion of a safe environment for children and young people to learn in.

Values & ethos

20. Commitment to child protection and the promotion of a safe environment for children and young people to learn in
21. Commitment to the school's support and promotion of equality and diversity
22. Commitment to continuous self-development and a willingness to learn