PURPOSE

The Assistant Heads lead learning and are responsible for the academic care in their respective Key Stage and Year Groups. Ensuring consistent quality and high standards is a core part of the role as is the on-going evaluation of learning. The Assistant Heads contribute to the strategic leadership and management of the school and play a lead role as part of the Primary Leadership Team (PLT) in the development of the school as a professional learning community and the promotion of our Core Values and GIS Learner Skills.

SPECIFIC RESPONSIBILITIES

Learning and Teaching:
Overall responsibility for the academic care of all students in specified year groups

Specific responsibilities include:
- Carry out the consistent and regular evaluation of learning in the primary school, in accordance with the Collaborative Evaluation Cycle and associated tools;
- Ensure an appropriate range of support options exist to meet the needs of students to ensure that we can bring out the best in every child.
- Work with the Primary team with teachers and ATs to make a significant contribution to raising the quality of the personalised curriculum for all learners, maximising student achievement and enhancing student well-being;
- Support the Heads of Year in developing improvement plans that incorporate key whole school priorities;
- Ensure ongoing evaluation of curriculum provision in the Primary School
- Ensure a smooth transition between key stages, working in conjunction with relevant Heads of Year and Assistant Head colleagues

Learning and Teaching:

- Be a model of excellent practice in their own teaching and learning practice
- Support the Year Leaders and teachers in developing a strategic team goal/plan that incorporates key whole school priorities

Values and Behaviour

- Support Year Leaders and teachers in appropriately dealing with behavioural and well-being issues as they arise, in accordance with our Values and Behaviour policy.
- Promote a values based ethos in the Primary school and actively promote our Values and Behaviour Policy
- Work in tandem with appropriate PLT colleagues where necessary on a range of projects

Leadership & Management

- Strategically lead, manage and develop the Primary Team in conjunction with the rest of PLT
- Carry out coaching with middle leader links
- Work with other Leaders in the Primary School to create and maintain an effective learning environment and behaviour standards, which promote and secures good teaching, effective learning and enables all students to achieve their full potential
- Work with the other Leaders to create and maintain an effective partnership with parents and staff to support and improve students' achievement and personal development
- Be committed to own professional development to enhance capacity to deal with the complexity of the role including all strategic leadership responsibilities agreed upon at the beginning of each school year

POSITION SPECIFICATIONS

MINIMUM ACADEMIC/PROFESSIONAL QUALIFICATION:
Appropriate degree and teaching qualification

RELATED EXPERIENCE
A minimum of 5 years teaching experience and ability to demonstrate significant leadership at a middle level

COMPETENCIES-ESSENTIAL CRITERIA

(KNOWLEDGE, SKILLS & ABILITIES)	Any comments/notes
Have a proven track record of outstanding practice & leadership	
Have a growth-mindset ,looking to continually improvel	
Be able to engage, motivate and support children, staff and parents	
Be a reflective, flexible practitioner with the ability to think creatively and take risks	
Have the interpersonal skills needed to work successfully within teams	
Have a strong learning-focused philosophy	

COMPETENCIES (BEHAVIOURAL)	Any comments/notes
Excellent, caring student-centred educator	
The ability to work collaboratively, as part of a team	
The ability to react well under pressure	
Excellent organisational skills	

COMPETENCIES-ADDITIONAL	Any comments/notes
'Clear strength/GIS Lead' understanding of teaching and learning across a breadth and depth of the primary curriculum.	
Proven experience and leadership ability - in particular leading change management.	
Awareness/understanding of safeguarding & CP good practice.	

Consistently meets the GIS Teaching & Leadership Standards at level 4 (GIS LEAD) and can explain and demonstrate these.	

GIS Leadership standards

		Area for development 1	Enhancing 2	Clear strength 3	GIS Lead 4	Any comments/notes
Being	Resilience & emotional maturity	Is aware of own feelings. Takes time to evaluate own thoughts and behaviour	Behaves calmly and professionally when under pressure. Listens to constructive criticism and reacts appropriately. Learns and bounces back from adversity. Listens to constructive criticism and reacts appropriately.	Stays optimistic in the face of setbacks. Makes attempts to understand and adjust future approach, learning from the experience. Seeks out and acts on constructive criticism, learning from it to improve performance.	Comes back stronger after personal criticism, setbacks or failure. Epitomises optimism and confidence in the face of challenging situations. Remains motivated and determined despite being faced with on-going uncertainty.	
	Self-awareness	Is aware of own feelings and is able to discuss them calmly, after difficult situations. Takes time to evaluate own thoughts and behaviour. Acknowledges and responds to areas for development set forth others.	Identifies situations that arouse strong emotions in themselves and acts to control these feelings. Expresses own thoughts and emotions appropriately. Recognises their own strengths and development areas.	Understands why situations arouse strong emotions in themselves and manages these appropriately. Strikes a balance between confidence in their own ability and humility. Makes decisions based on understanding of own strengths and limitations.	Reflects on underlying reasons for feelings and behaviour and is able to maintain effective, consistent leadership. Actively seeks feedback to become more self aware and improve practice. Continuously seeks to understand themselves and how they impact others.	
	Integrity	Acts consistently in line with own values and principles. Treats others with respect; acts with dignity. Is honest with others and understands the need for confidentiality in sensitive situations.	Brings up ethical concerns. Appropriately expresses own thoughts and opinions when faced with a situation or issue. Shares information, insights, or comments when it would be easier to refrain from being open about the situation.	Acts on values even when it is not easy to do so. Openly admits own mistakes/communicates lessons learned. Speaks out about unethical or unprincipled practices with the best interests of pupils/the school in mind.	Embodies values that are in the best interests of the students and shapes own and school values accordingly. Appropriately challenges senior colleagues to act in accordance with their own and the school's values. Makes tough decisions in the best interests of the school.	

Personal drive	Wants to do the job well and is positive about good performance. Expresses a desire to do better and improve performance.	Strives to meet and improve on personal performance objectives. Keeps track of, and measures outcomes against personal standards not imposed by others.	Sets and works to meet challenging goals. Consistently challenges own performance with a view to improving. Builds on existing capacity to enhance own and others' effectiveness.	Takes calculated risks and seeks out new ways of improving the school. Dedicates personal effort and resources to achieve challenging educational objectives. Makes significant improvements towards school strategic aims.	

		Area for development 1	Enhancing 2	Clear strength 3	GIS Lead 4	Any comments/notes
Leading		Employs basic reasoning or judgement to identify trends or patterns between issues. Applies simple rules, common sense, and past experiences to identify patterns and problems.	Spots similar patterns, trends or inconsistencies. Draws on prior experience to make sense of similar situations or issues. Applies learned concepts within their everyday work.	Simplifies complex ideas so that others can understand them more easily. Assembles ideas and issues into a useful and clear explanation. Thinks broadly on a topic in order to make sense of complex issues.	Draws on a variety of perspectives to create truly unique education- based practices. Develops innovative ways of doing things that are not apparent to others. Thinks about issues that are beyond the scope of the job.	
	Curiosity and eagerness to learn	Eager to develop and learn from others. Is motivated and energised by the prospect of building own knowledge and experience.	Takes up continuous professional development opportunities. Uses available resources to expand their knowledge, and experience. Looks for ways to develop their professional expertise.	Looks to further professional expertise by developing skills complimentary to current role (e.g. budgeting, child development etc.) and using them to help develop others. Interacts with 'those in the know' in order to further knowledge and skills. Looks outside of education sector to identify new ways of doing things.	Never misses an opportunity to learn something new. Takes on challenges when there is a risk or outcome isn't certain. Establishes on-going ways to continually grow both personally and professionally, and to enable others to develop and grow.	
	Impact and influence	Uses direct persuasion when interacting with others. Appeals to reason and others self interest. Holds the attention of an audience when presenting or leading a discussion.	Carefully uses multiple methods (i.e. data, arguments, points of view) in an attempt to influence or persuade others.	Uses a range of analytical methods to identify and weigh up the merits of different solutions. Adapts to take action accordingly.	Uses indirect influence and gains support from key people. Understands the need to, and inspires others to influence third parties. Builds behind the scenes support for complex ideas.	
	Inspiring others	Understands the need to lead by example. Demonstrates to others what is possible. Explains the reasons for a decision.	Unites others around a common goal or objective. Generates energy and enthusiasm when working with others. Comes across with confidence and credibility; sees self as a leader, and leads by example.	Provides direction and communicates clear priorities to others. Breaks down broad vision of the future into clear and concrete plans and actions. Tailors broader vision to appeal to individual needs and responsibilities.	Leads for oneself and to make themself better everyday. Is able to influence in a variety of ways and gains support from key people. Understands the need to, and inspires others to influence by managing up. Builds behind the scenes support for complex ideas.	

Holding to account	Tells people what they need to do. Allocates tasks or activities appropriately Clearly communicates what is expected of others.	Consistently demands high performance and holds others to account for performance. Constructively challenges and supportively responds to underperformance. Intervenes swiftly with a visible support structure and enforces consequences when performance levels do not meet expectations.	Introduces new, different or higher standards of performance. Clarifies understanding of expectations and the consequences if these are not met. Regularly monitors the progress of others against objectives.	Consistently demands high performance and holds others to account for performance. Constructively challenges and supportively responds to underperformance. Intervenes swiftly with a visible support structure and enforces consequences when performance levels do not meet expectations
Relating to others	Recognises emotions in others. Reads body language, facial expressions and tone of voice and responds appropriately. Treats others with care and respect. Builds and maintains rapport with students and colleagues.	Able to interpret the needs, concerns and emotions of others, into an appropriate response. Takes time to form positive relationships with students and colleagues. Actively listens to others to understand different perspectives, constraints and concerns.	Builds positive relationships with a range of stakeholders. Demonstrates understanding of others and acts accordingly. Is able to identify strengths and weaknesses based on deeper understanding of individuals. Understands how to build positive, effective teams.	Shows an in depth understanding of ongoing reasons for behaviour or emotion in others. Seeks to build extended networks in the education community that will help him or her grow. Has a deep understanding of others' specific strengths, development needs and motivation, as it relates to their role within a team.
Developing others	Openly expresses faith or belief in the abilities of others. Looks for the chance to help others to grow. Shows intent to help others. Takes time to understand the needs of others. Delegates work activities with the development of the individual in mind.	Provides practical support to help others to accomplish tasks. Gives reasons and rationale to help others learn from their mistakes. Distributes leadership with the development of the individual in mind.	Demonstrates a strong understanding of individuals' strengths and development needs. Gives clear and balanced feedback to encourage ongoing development Provides challenging questions for performance improvement. Distributes leadership to allow autonomy and growth of individuals within team.	Regularly provides in-depth mentoring or coaching, both formally and informally. Creates opportunities for the long-term development of others. Helps others to think through their development priorities and creates a clear plan for addressing these needs.