
Assistant Headteacher - Job Description

The following generic responsibilities are consistent for all Assistant Headteachers.

The School Teachers' Pay and Conditions Document cover all posts.

Leadership Spine points: 10 - 14

Accountability: Post-holders are directly accountable to the Headteacher

Main duties: The main duties of the post-holder will be to support the Headteacher in providing strategic whole school leadership that secures excellent pupil outcomes in relation to specific areas of responsibility. Integral to this is to ensure a whole school approach to school development and improvement. The post-holder will also have oversight of designated Learning Areas and Year Teams and must ensure that they are led and managed in an effective and efficient way that is consistent with whole school policies and strategic plans and has a positive impact on progress and the outcome.

Whole school responsibilities:

To take lead responsibility for developing and maintaining specific whole school issues, for example:

- PSHE Student Leadership - Primary and Secondary route and induction

Leadership and Management responsibilities:

1. To ensure pupils are given the opportunity to make good and better progress and achieve their full potential;
2. Oversight of the leadership and management of designated Learning Areas / Year Teams, taking responsibility for the curriculum provision, organisation of learning, student supervision and behaviour including at break and lunch times, staff, recruitment, accommodation and resources;
3. To have oversight of the management of the budget for the designated Learning Areas and to ensure that human and material resources are effectively deployed;
4. To implement systems in and around Learning Areas / Year Teams which ensure the highest standards of pupil behaviour and achievement in lessons, the school and the community;
5. To be a member of the school's Leadership Team, contributing positively towards the development of the school;

Learning Area/Year Team Responsibilities

6. To ensure the development of the Learning Areas/Year Team for which you are responsible and to ensure:
 - (a) that provision is made to meet the learning needs of all pupils including those with special education needs and those who are most able;
 - (b) schemes of work and lesson plans are implemented by all staff in line with the school's teaching, learning and assessment policy;
 - (c) that the principles underlying the school curriculum are reflected in all planning, development, preparation and delivery;
 - (d) that all teaching staff in the designated Learning Areas maintain an up to date teaching and learning file as specified in the school teaching, learning and assessment policy;
 - (e) appropriate arrangements for continuity and progression between the Key Stages
 - (f) that effective assessment strategies are implemented and monitored across the Learning Areas in order to support pupils progress and contribute to ensuring successful outcomes for year teams and all pupils regardless of their starting points.

- (g) assessment strategies are fully understood by pupils and parents and other external partners;
- (h) that staff make appropriate use of e-learning/AI and remote learning in all aspects of curriculum delivery within the respective Learning Areas;
- (i) the development of cross-curricular skills within the Learning Areas;
- (j) that the Learning Areas/Year Teams develops as an environment which is safe, stimulating and conducive to promoting a love of learning;
- (k) the implementation of monitoring systems to ensure that learning of the highest quality is taking place.

Personnel Responsibilities:

Recruitment Responsibilities

1. To be responsible for the recruitment of the number and type of staff required to promote effective learning in the Learning Areas/Year Teams.
2. To assist and advise the Head and Governors on appointments to the school.

Staff Development and Management Responsibilities

3. To ensure that the competencies and skills of all staff engaged to teach and support learning within the Learning Areas / Year Teams are assessed and that staff undertake appropriate training to enable them to fulfil their responsibilities to a high standard
4. To devise and, where necessary, lead staff training.
5. To implement school personnel policies and procedures in relation to staff in the Learning Areas / Year Teams.
6. To maintain your own personal development and be the 'expert' for the school in the areas of responsibility assigned to you, ensuring that you maintain up to date knowledge of statutory requirements which you cascade across the school.

Performance Management Responsibilities

7. To implement the school's NQT induction and Performance Management systems and career review and where necessary assist in the re-designation of responsibilities.

Quality Control and Assurance

8. To establish and maintain, for your Learning Areas and Year Teams, quality control and assurance systems, in accordance with whole school policies.

Community Responsibilities:

9. To involve industry, parents, other schools, members of the local, national and international community and other educationalists as fully as possible in learning activities.
10. To work with industrial, commercial and international partners to contribute to curriculum design and delivery.

Teaching Responsibilities:

11. To prepare, plan and teach the agreed curriculum, utilising as fully as possible the Information Technology Systems available.
12. To teach classes or groups of pupils for timetabled periods.
13. To act as mentor to a designated group of pupils

The school will base the selection process on the criteria given below. At each stage of the process, the merits of each application will be assessed to determine how far the criteria have been met.

Requirement	Method of Assessment
<p>1. Education, Qualification and Training</p> <p>(a) DFE qualified teacher status</p> <p>(b) Evidence of in-service academic study e.g. Masters degree</p> <p>(c) Evidence of undertaking in-service training or attending conferences focused on developing personal and professional skills or updating knowledge.</p> <p>(d) Demonstrable competency in the use of ICT as both a curricular and administrative tool.</p>	Application Form
<p>2. Experience</p> <p>(a) At least four years relevant, varied and successful experience at Senior Teacher Learning Area or Year Progress Leader level.</p> <p>(b) Successful experience of managing staff and resources and developing education strategies in a school in the context of change.</p> <p>(c) Successful leadership in a school or similar education related setting.</p> <p>(d) Effective partnership work with other agencies, for example, further education, businesses, international organisations feeder primaries and partner schools.</p> <p>(e) Successful experience of introducing or implementing major innovations in a school or similar setting.</p> <p>(f) Experience of effective teaching in one or more of the national curriculum subjects within a relevant Learning Area.</p>	Application Form
<p>3. Skills and Abilities</p> <p>(a) To develop and deliver a radical curriculum that interview and meets the needs of all pupils, providing rapid catch-up presentation for those that fall behind and stretching those that can progress faster than their peers.</p> <p>(b) To develop and implement appropriate measures to maximise the levels of educational achievement by all learners at the school.</p>	Application form

- (c) To develop and deliver a vision for Learning Areas / Year Teams which helps to carry forward the ambitious plans for the school.
- (d) To work as a member of the leadership team.

4. Management Skills

- (a) To plan and manage the use of the financial resources of the Learning Areas.
- (b) To exercise effective staff management, and to lead and motivate others.
- (c) To generate effective working relationships at all levels within the Learning Areas and Year Teams.
- (d) To communicate clearly and effectively using a range of methods, as appropriate, to a variety of audiences.

Application form
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Presentation

5. Knowledge and Understanding of:

- (a) Current educational developments and legislative changes.
- (b) The major changes in the curriculum currently facing all schools, including monitoring and evaluation of curriculum delivery.
- (c) The principles of assessment and effective record keeping and their use to promote the education, personal development and progression of the pupils.
- (d) The nature and needs of pupils and communities in inner city areas, such as Newham
- (e) The potential to develop education programmes to meet individual learning needs.
- (f) The provision that will be required to meet the special educational needs of all pupils within the subjects covered by the respective Learning Areas.
- (g) Approaches to embedding independent learning in a secondary school setting, supported by ICT.
- (h) Issues of progression from Key Stage 2 and into post 16 provision.
- (i) Work related learning and vocational qualifications.

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- (j) Effective quality assurance approaches, including staff appraisal and development.
- (k) Financial and personnel procedures related to the management of a school.

6. Commitment to and understanding of:

- (a) The implementation of Equal Opportunities practices the school.
- (c) The involvement of the Governors in the organisation of the school.
- (e) The promotion of international and inclusive education and parental and community involvement in schools.

Application Form
Interview and throughout
Presentation

Completed application forms and letter of application addressed to the Head Teacher, should be returned to the recruitment team by 5:00 p.m. on Thursday, March 20th January 2025.

Newham Council is an Equal Opportunity Employer and recognises that some candidates may have been forced into an untypical or unconventional career path because of unavoidable personal circumstances or the prejudice they have met in life.

Should this apply to you, we hope you will not be deterred from making an application, which will be considered on your overall fulfilment of the requirements of this person specification.