

**HEBER PRIMARY SCHOOL**

**Job Description**

**Assistant Headteacher**

**(with class teaching and core subject responsibility)**

**KEY PURPOSE OF THE JOB**

To carry out professional duties of a teacher other than a head teacher, as described in Part X11 of the school Teacher’s Pay and Conditions Document, including those duties particularly assigned to him/her by the headteacher

**MAIN ACTIVITIES**

1. To assist the Headteacher and Senior Leadership Team in the leadership and management of the school.
2. To take full responsibility for leading and managing significant aspects of the school, with a focus on leading teaching and learning and with responsibility for one core curriculum subject, under the overall direction of the Headteacher.
3. To carry out teaching duties, as required, in accordance with the school’s schemes of work and the National Curriculum.

**SPECIFIC RESPONSIBILITIES**

**LEADERSHIP AND MANAGEMENT**

1. To assist the Headteacher and Senior Leadership Team in shaping a vision and direction for the school, setting out very high expectations with a clear focus on pupil achievement.
2. To take a lead role in teaching and learning across the school.
3. To play a significant role in setting aims and objectives contained in the SEF and School Improvement Plan. To take responsibility for developing and monitoring policy and practice.
4. To inspire and motivate staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil behaviour.
5. To provide an excellent role model for all members of staff and for all pupils.
6. To offer guidance and support to colleagues.
7. To help take responsibility for dealing with and reporting Child Protection issues as they arise in the school.
8. To take a leading role in improving the involvement of parents, carers and the community in the life of the school.
9. To provide effective leadership and management to the staff team, as agreed with the Headteacher.
10. To take full responsibility for leading and managing one or more major aspects of the school’s curriculum provision, as agreed with the Headteacher and Governing Body.
11. To make a significant contribution to the school’s continuing professional development programme, including co-ordinating training programmes, delivering INSET and working with individuals and teams in a variety of professional development activities.
12. To maintain an informed view of standards and of the quality of teaching across the school by monitoring pupils’ work and teachers’ planning and teaching.
13. To provide guidance and support to phase leaders and other staff in order to improve the quality of teaching and learning.
14. To actively promote equality of opportunity by assisting the Headteacher in ensuring the school’s curriculum provides the best possible education for all its pupils, taking into account ethnicity, gender, Special Education Needs, pupils learning English as an Additional Language, disability and others with emotional needs that may affect learning.
15. To assist the Headteacher in all aspects of the day-to day administration and organisation of the school, including taking responsibility for agreed areas, e.g. timetables, duty rotas etc.
16. To take a significant role in the implementation of the school’s appraisal policy, to secure school improvement and individual professional development.
17. To participate in recruitment and selection of staff.
18. To contribute to the maintenance and updating of the school website

**TEACHING AND LEARNING**

1. To carry out teaching duties, as agreed with the Headteacher, providing a model of excellence. This may include: -

* Teaching small groups (eg booster classes)
* Providing in-class support for colleagues through demonstration lessons.
* Class teaching

1. To provide leadership and support for colleagues including:

* Managing the planning and delivery of the curriculum, including developing schemes of work and medium term plans
* Supporting phase leaders and subject leaders in developing their role, in particular in relation to raising standards
* Supporting teams and individuals with short term planning
* Organising and delivering training, as needed, to groups of school staff
* Supporting staff in the use of assessment information to inform teaching and learning
* Inducting and supporting newly qualified and less experienced staff and/or supply teachers
* Providing in-class support to staff, through demonstration lessons, team teaching, observation and feedback.

3. To undertake a significant role in maintaining high standards of pupil behaviour.

4. To liaise effectively with parents and carers to ensure good relationships between school and home in order to improve teaching, learning and behaviour.

5. To take a leading role in the management of the school tracking system.

**OTHER DUTIES AND RESPONSIBILITIES**

1. To attend daily and weekly meetings, and to lead such meetings as required.
2. To take whole school assemblies and to support other staff with assemblies.
3. To prepare and present reports, as required e.g. to governors, LA officers, parents etc.
4. To attend occasional meetings during the evening hours, or the school holidays.

**CONDITIONS OF SERVICE**

Governed by the National Agreement on Teachers’ Pay and Conditions, supplemented by local conditions as agreed by the governors.

**SPECIAL CONDITIONS OF SERVICE**

* Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.
* Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

**Equal Opportunity**

* The post holder will be expected to carry out all duties in the context of and in compliance with the Council’s Equal Opportunities Policies.
* Signature of Post holder ……………………………… Date……………………
* Signature of Headteacher…………………………… Date………………..

**PERSON SPECIFICATION: ASSISTANT HEADTEACHER (Including Responsibility for the co-ordination of one core curriculum subject)**

**QUALIFICATIONS AND TRAINING**

**The successful candidate will:**

1. Hold a teaching certificate in Education which is recognised by the DfES
2. Have been teaching for at least three years.
3. Be a graduate
4. Have evidence of continuing and recent professional development relevant to the post.

**KNOWLEDGE AND UNDERSTANDING RELEVANT TO THE JOB**

**The successful candidate will have excellent understanding of:**

1. Best practice in teaching and learning, particularly as it relates to achieving depth of understanding.
2. Effective leadership and management in relation to raising pupils’ attainment.
3. The importance of the culture and ethos of a school in securing high standards.
4. Effective strategies for gaining and maintaining high standards of behaviour
5. How opportunities can be created to enrich and enhance the curriculum to address the needs of all pupils.
6. Child protection issues and procedures.
7. The statutory requirements placed upon primary schools.
8. The role of parents and the community in school improvement and how this can be promoted and developed.

**EXPERIENCE RELEVANT TO THE JOB**

**The successful candidate will have:**

1. Recent significant and successful experience as a teacher in the primary phase. (Essential)
2. A proven track record of raising attainment in one or more core curriculum subjects. (Essential)
3. Significant and successful experience of leading aspects of the curriculum at whole school level. Experience co-ordinating English or Mathematics is essential.
4. Successful experience of improving the quality of teaching and learning, through processes of monitoring and support (Essential).
5. Experience of developing and leading staff development programmes for teachers and other staff (Essential).
6. Experience as a phase leader (Advantageous).
7. Experience in the maintenance of a school website (Advantageous).
8. Experience of managing and using pupil attainment and tracking data bases (Advantageous).
9. Experience of initiating and implementing strategies to improve parental involvement in their children’s learning (Advantageous).

**APTITUDE AND SKILLS**

**The successful candidate will :**

1. Be an excellent teacher.
2. Be able to write clear lucid prose.
3. Demonstrate leadership qualities, including energy, resilience, stamina and the ability to enthuse and motivate others.
4. Be able to articulate a clear vision for high quality education.
5. Have personal presence, good communication skills and a sense of humour.
6. Be able to communicate clearly with a diverse range of audiences, including children, parents and carers, governors, staff and outside agencies.
7. Relate well to children and be responsive to their needs.
8. To be able to develop and maintain effective relationships with all members of the school community and outside agencies.
9. Be approachable, accessible and flexible.
10. Be able to work effectively under pressure, to prioritise appropriately and to meet deadlines.
11. Have good analytical skills, being able to synthesise complex information, summarise, draw appropriate conclusions and make decisions.
12. To be able to understand, interpret and present school performance data