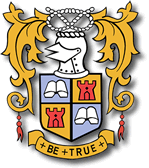
**Job Description**



**The Wilnecote School**

E N S U R I N G E X C E L L E N C E

**POST:** **Assistant Headteacher**

**RESPONSIBLE TO:** Headteacher & Senior Deputy Headteacher

**SALARY:** L10 – L14

**LOCATION:** The Wilnecote School

**WORKING PATTERN:** Full Time

**DISCLOSURE LEVEL:** Advanced

**KEY RELATIONSHIPS:** Headteacher, Senior Deputy Headteacher, Senior Leadership Team, Relevant Support Staff

**RESPONSIBLE FOR:**

* Taking a strategic lead in key aspects of school life which will be determined in consultation with the Headteacher and which will have one of the following foci :-
* Curricular
* Co-Curricular
* Student Standards
* Relationships and Safeguarding
* SEND/Inclusion
* It is expected that members of the Senior Leadership Group (SLG) will play an active role in ensuring the highest standards are set and maintained at all times in every aspect of school provision.
* Specific responsibilities for the role will be agreed once appointments have been made.

**MAIN PURPOSE:**

* To provide strategic leadership on agreed areas of responsibility
* To share responsibility for the School’s strategic direction and operational effectiveness.

**SPECIFIC RESPONSBILITIES**

* Ensure that the vision and ethos of the School and the Trust is clearly articulated, understood, promoted and acted upon effectively.
* Play a major role in formulating the aims and objectives of the school; in helping to create effective policies, procedures and plans which are then evaluated thoroughly.
* Ensure staff have plentiful opportunities for the positive social development of all students, based upon a detailed understanding of their backgrounds and circumstances.
* Actively implement school systems which promote student behaviour and welfare.
* Be a highly visible presence around the school so that expectations and standards are effectively role modelled to staff and students.
* Be available to ensure the highest standards of behaviour and safety are promoted both in and outside of the academy premises.
* Uphold and actively support the school’s policies and procedures on the safeguarding of young people.
* Contribute openly to School Leadership Group discussions and decision making.
* Help establish and maintain productive relationships with, and the effective involvement of, parents and carers in their children’s education
* Be fully involved in the selection and recruitment of new staff when requested by the Headteacher
* Contribute to evening Local Governing Body meetings when required

**KEY AREAS OF RESPONSIBILITY**

* Line manage a set number of subject areas as determined ty the Headteacher
* Support subject leaders in creating a rich learning focused curriculum which provides opportunities for students to develop as effective and self-motivated learners.
* Promote the professional and personal development of line managed staff
* The main areas of responsibility will ideally reflect the skills of the successful candidate and will be agreed when they have been appointed.

**TEACHING**

* A consistently strong practitioner, you will inspire and challenge students to achieve maximum progress and a love of the subject.

**SAFEGUARDING CHILDREN**

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

**ENGLISH DUTY**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

*Please note that this job description is illustrative of the general nature and level of responsibility for this role. It is not a comprehensive list of all tasks that the Assistant Headteacher will carry out. The post holder will be required to fulfil a range of duties appropriate to the role as directed by the Deputy Headteacher or Headteacher.*

**Person Specification**

**Our Values and Vision**

These are our values. They can be thought of as our ‘non-negotiables’ – beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

**Our Young People**

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement – Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition – ambition not only for themselves but for the communities in which they live and work.

Achievement – ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement – relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

**Our Staff**

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

The Trust Board sees all members of the Trust’s staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

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| Qualifications and Experience | Essential | Desirable |
| * A graduate with Qualified Teacher Status | ✓ |  |
| * Has achieved or is working towards a higher qualification in education and / or management |  | ✓ |
| * Has significant and successful experience of leadership at middle leadership level or post of equivalent responsibility within the education sector | ✓ |  |
| * Evidence of continuing professional development | ✓ |  |
| Professional Knowledge and Understanding | Essential | Desirable |
| * Excellent classroom practitioner | ✓ |  |
| * Experience of leading change and innovation in an educational context | ✓ |  |
| * Evidence of keeping up to date with educational thinking and knowledge and understanding of the principles and practise of school self-evaluation | ✓ |  |
| * Substantial professional development in support of leadership in the last 3-5 years | ✓ |  |
| * Effective and sensitive communication to a range of audiences | ✓ |  |
| * Secure knowledge of the latest OFSTED framework | ✓ |  |
| Abilities and Skills | Essential | Desirable |
| * Ability to inspire and motivate students and staff | ✓ |  |
| * Ability to create a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning | ✓ |  |
| * Ability to engage stakeholders in rigorous self-evaluation for school improvement | ✓ |  |
| * Ability to produce, analyse and use data to inform improvement strategies to ensure improved outcomes for students; holding staff to account where necessary | ✓ |  |
| * An understanding of the potential use of new and emerging technologies to enhance learning and as a management tool | ✓ |  |
| Personal | Essential | Desirable |
| * Self-awareness, perceptiveness and being empathetic to the needs of all stakeholders | ✓ |  |
| * The ability to act with integrity | ✓ |  |
| * Flexibility in adapting to changing situations | ✓ |  |
| * Demonstrates a positive outlook in the face of challenges | ✓ |  |
| * A commitment to continued learning for all members of the community | ✓ |  |
| * The ability to prioritise, plan and organise self and others | ✓ |  |
| * The ability to think creatively to anticipate and solve problems | ✓ |  |
| * Excellent written and oral communication skills for a variety of audiences | ✓ |  |
| * Energy, stamina and resilience | ✓ |  |
| * An ability to foster an open, equitable culture and manage conflict | ✓ |  |
| Other | Essential | Desirable |
| * Commitment to safeguarding and promoting the welfare of children and young people | ✓ |  |
| * Willingness to undergo appropriate checks, including enhanced DBS Checks | ✓ |  |
| * Motivation to work with children and young people | ✓ |  |
| * Ability to form and maintain appropriate relationships and personal boundaries with children and young people | ✓ |  |