



Benton Park School

JOB DESCRIPTION

Assistant Headteacher – Post 16

Allowances:	L14 – L18
Responsible to:	Headteacher
Line Manage:	Key Stage 5 Leader

PURPOSE OF THE JOB

To raise standards of student attainment and achievement across Post 16 provision by providing clear leadership on Quality Assurance of Post 16 provision and the effective use of data to inform all aspects of learner progress, educational strategy and internal and external reporting

To work closely with the Headteacher, Deputy Headteachers and the Senior Leadership Team to provide outstanding leadership for Benton Park School which secures its success and continuous improvement, ensuring high quality education for all its students and the highest standards of learning and achievement in accordance with statutory requirements.

To maintain strategic and operational leadership across Post 16 provision to ensure high quality educational provision that secures the best outcomes for students and demonstrates strong added value. This includes ensuring the development and implementation of structures, roles and systems to ensure best outcomes for all students across Key Stage 5.

Leadership of quality assurance process across Post 16 provision to accurately inform self-evaluation and school improvement planning and monitor the impact of agreed change.

Strategic leadership of engagement, both with parents and the wider community, to promote Post 16 provision.

Leadership of robust Quality Assurance systems to monitor, review and hold to account: Post 16 Teachers and Tutors, with a focus on student achievement, attendance, behaviour and dress code, tutor effectiveness, academic mentoring and interventions.

The specific responsibilities include:

Data, Assessment and Attainment

- Strategic leadership and development of target setting practice for Post 16 students in line with local and national context to ensure students and staff are set appropriate and challenging targets. This will include ensuring these are effectively monitored and appropriate action taken to deal with any concerns in a timely and effective manner.
- Provide accurate and timely reports to the Headteacher and Governors on attainment and standards at post 16, highlighting any issues and actions taken to address these as well as providing information and advice on the national context, emerging and/or proposed changes within education and best practice.
- Produce detailed analysis of all national and local Post 16 data accurately identifying risks, trends and opportunities to secure outstanding attainment through rigorous school improvement planning and timely intervention.
- Lead and manage accurate and insightful analysis of school Post 16 performance data, providing frequent, detailed and summary data on student performance to all stakeholders to inform and evidence school improvement. This will include attending relevant internal and external target-setting meetings and ensuring the timely preparation of accurate data to inform these meetings.
- Support the development of effective school data systems so that they allow the school to evaluate and interrogate the performance of every Post 16 student in every classroom and map their progress against a range of targets.
- Strategic Leadership of internal and external assessment processes for Post 16 students ensuring robust formative and summative assessment across Key Stage 5 that supports attainment and meets the internal and external policies and procedures.

Curriculum

- Strategic Leadership and development of an outstanding Post 16 curriculum that is fiscally responsible, well-resourced and meets the needs of all our students.
- Leadership of effective quality assurance processes that ensure subjects follow national guidance and appropriate syllabi and make informed decisions about courses offered based on performance data taking into account local and national context.
- Leadership of effective quality assurance processes that ensure Post 16 Teaching and Learning is at least good and secures students' progress.

Disadvantaged

- Strategic Leadership of the development and implementation of strategies to 'narrow the gap' between advantaged and disadvantaged Post 16 students in all aspects of attainment, attendance, welfare and enrichment.
- Strategic Leadership of robust systems for monitoring, tracking and reporting data relating to disadvantaged Post 16 students.
- Leadership oversight of interventions for disadvantaged Post 16 learners and accurate evaluation of their impact and value for money.

Quality Assurance

- Strategic Leadership of robust quality assurance processes throughout all aspects of Post 16 provision that accurately inform school self-evaluation, school improvement planning and identify areas of organisational risk.
- Strategic Leadership of the creation and implementation of development plans arising from the accurate interpretation and consideration of Post 16 quality assurance data. This will include managing change and evaluating the impact of change.

Student Engagement

- Leadership of all aspects of transition, intervention and achievement at Key Stage 5, working with the Key Stage Leader as appropriate to ensure best outcomes for students.
- Leadership oversight of Post 16 monitoring in relation to the quality of student learning, behaviour, attendance and progress across Key Stage 5, supporting the setting up of effective interventions where necessary.
- Leadership oversight of Post 16 strategies for reward and celebration.
- Strategic leadership of the Post 16 Team in leading, developing and co-ordinating effective academic and pastoral support to enable all Post 16 students to succeed.

Self Evaluation

- Contribute to the school self-evaluation process with a particular focus on Post 16 provision including working with the Headteacher to the complete of the Post 16 SEF and the School Development plan
- Contribute to the Faculty Review process and Standards Reviews, looking at examination and other performance data and securing commitment to agreed improvements at Post 16.
- Provide effective leadership of all aspects of the Ofsted framework in relation to Post 16 effectiveness

SLT Responsibilities

Shaping the Future

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Motivate and work with others to create a shared culture and positive climate
- Work with individual staff and teams to translate the school vision into agreed objectives and operational plans which will promote and sustain school improvement

Developing and Managing people:

- Develop positive working relationships with all staff
- Play a significant role in the implementation of the school's performance management policy to secure school improvement and individual professional development.
- Motivate and challenge all staff to develop, motivate and maintain high performing teams.

Managing the Organisation

- Implement evidence-based school development plans and policies for the organisation and its facilities
- Ensure that policies and practices take account of national and local policies and initiatives
- Manage the school environment to ensure that the school meets all health and safety regulations

Strengthening the Community

- Build the reputation of the school with the outside community
- Create and maintain partnerships with parents and carers to support and improve pupils' achievement and personal development

Child Protection

- Ensure that the Safeguarding and Child Protection policies and procedures adopted by the governing body are fully implemented and followed by all staff.

THE STATUTORY REQUIREMENTS

The appointment is subject to the current conditions of employment for Deputy Headteachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

VARIATION IN ROLE

Given the dynamic nature of the role and structure of Benton Park School, it must be accepted that, as the School's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the level of the post and following consultation with the post holder.

All members of the Senior Leadership are expected to fulfil the requirements of the generic job description alongside the more specific areas outlined within this job description

THE STATUTORY REQUIREMENTS

The appointment is subject to the current conditions of employment for Assistant Headteachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

VARIATION IN ROLE

Given the dynamic nature of the role and structure of Benton Park School, it must be accepted that, as the School's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The responsibilities specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

HEALTH & SAFETY

The Assistant Headteacher will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

SAFEGUARDING

Benton Park School (and the Local Authority) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

PERSON SPECIFICATION

Job Title: Assistant Headteacher

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications & Experience	<ul style="list-style-type: none">• education to degree level or equivalent• QTS and GTC registered• an excellent track record of recent, relevant professional development• a number of years experience of successfully operating at leadership level• identifiable contribution to school self-evaluation and improvement planning• successful experience of the strategic leadership of school management systems• experience of effective teaching and performance	<ul style="list-style-type: none">• innovative use of resources• experience of working with school Governors to support school improvement• experience of leading whole school CPD for staff
Leadership & Management	<ul style="list-style-type: none">• experience of working as an effective leader in an educational setting• innovative approaches to working with students, parents, staff and other stakeholders• initiate, lead and manage change programmes• prioritise, plan and organise• direct and co-ordinate the work of others• set high standards and provide a role model for students and staff• deal sensitively with people and resolve conflicts• a commitment to an open and collaborative style of management	<ul style="list-style-type: none">• motivate all those involved in the delivery team• liaise effectively with other organisations and agencies
Knowledge & Understanding	<ul style="list-style-type: none">• the principles behind the key responsibilities of the role and their potential for raising standards• the principles and practices of strategic and operational planning and delivery• effective review and evaluation procedures• Strategies most effective in their key area of responsibility• Safeguarding best practice	<ul style="list-style-type: none">• different methods of consulting with stakeholders• strategies for ensuring equal opportunities for staff, students and other stakeholders

	within Education settings	
Communication Skills	<ul style="list-style-type: none"> • communicate the vision of the School to a range of stakeholders • negotiate and consult fairly and effectively • develop and manage good communication systems • communicate effectively orally and in writing to a range of audiences 	<ul style="list-style-type: none"> • develop, maintain and use an effective network of contacts
Decision Making and Judgement Skills	<ul style="list-style-type: none"> • make decisions based on analysis, interpretation and understanding of relevant data and information • demonstrate good judgement 	<ul style="list-style-type: none"> • think creatively and imaginatively to anticipate, identify and solve problems
Personal qualities	<ul style="list-style-type: none"> • a commitment to inclusive education • evident enjoyment in working with young people and their families • empathy in relation to the needs of the school and the local community • ability to inspire confidence in staff, students, parents and others • adaptability to changing circumstances/new ideas • reliability, integrity and stamina • personal impact and presence • prioritise and manage own time effectively • work under pressure and to deadlines • seek advice and support when necessary 	<ul style="list-style-type: none"> • achieve challenging professional goals • personal ambition and potential for further promotion • intellectual ability and curiosity • determination to succeed and the highest possible expectations of self and others • vision, imagination and creativity • resilience and perspective