

Assistant headteacher - Job Profile

Core purpose

The core purpose of this role is to support the headteacher in providing professional and strategic leadership and management of the school that will establish a secure foundation from which to achieve high standards in all areas of the school's work. The role may also encompass the leadership of a core curriculum area. All teachers at the school are expected to meet the requirements of Teachers' Standards 2012.

AHT general responsibilities

Members of the leadership team will have clearly defined responsibilities and the successful applicant will take responsibility for key strategic areas. These will change from time to time and develop as the school grows. This is in order to develop the skills and experience of the individual within the team and also to respond to school needs.

1. To assist the headteacher in whole school strategic planning with specific responsibilities for designated areas.
2. To deputise for the headteacher as required.
3. To undertake the implementation of the school development plan as identified within the plan.
4. To assist in the preparation of curriculum, capital and other bids and submissions to outside agencies.
5. To line manage designated subject coordinators and other staff in all aspects of their responsibilities for raising achievement in the school.
6. To assist the headteacher in the self-evaluation process of the school through relevant reviews of key aspects of provision and standards.
7. To assist the headteacher with interviewing and staffing.
8. To support the school ethos and partnership with the community. This will include giving assemblies and supporting evening school functions.
9. To share with other members of the Leadership Team the responsibility for the daily administration and good management of the school. This will include participation in gate and other duty, and lunchtime supervision.
10. To share responsibility with other members of the Leadership Team for the good order and conduct of students throughout the school.
11. To lead on the performance management of designated staff.
12. To keep an overview of an allocated year group and ensure that procedures are instigated for year group parental consultation evenings and reports home.
13. To attend Leadership Team meetings and other management meetings as required.
14. To attend meetings of the Governing Body and its committees as required.

General Responsibilities (all staff)

1. To assist in the delivery of the curriculum through the scheduled teaching programme and the provision of cover for absent teachers in emergencies.
2. To perform duties and attend meetings as reasonably required.
3. To assess and record students' achievements, to prepare reports and take part in parental consultations.
4. To participate in the school's performance management scheme.
5. To undergo in-service training where required to keep abreast of developments in school initiatives curriculum and subject areas.
6. To contribute to the school's pastoral system.
7. To observe and implement current school policies and good practice.
8. To carry out such particular duties as the headteacher may reasonably direct from time to time, in accordance with the Teachers' Pay and Conditions of Service Act 1987.

SENCO Specific responsibilities

1. To provide strategic leadership of the provision for students with special educational needs and disabilities (SEND) across the school in order to ensure that these students make excellent progress
2. To lead, manage and effectively deploy staff and resources within the SEND team
3. To lead, monitor and evaluate the development of learning and teaching strategies for students with SEND across the school
4. To ensure that staff are provided with relevant information and training relating to the support of these students
5. To lead on raising standards of student attainment and achievement with SEND students in all year groups and ability profiles
6. To ensure that procedures relating to students with SEND meets statutory and school requirements
7. To maintain appropriate relationships with parents of students with SEND and with relevant external organisations
8. To take a full role within the school community as an Assistant Headteacher (see attached general job description)

Accountability

1. Ensure that there is a strategic overview of provision for students with SEND across the school which maximises their potential
2. To deliver the school's SEND policy
3. To monitor and evaluate the quality of teaching in interventions of students with SEND
4. To monitor the effectiveness of intervention for students with SEND by outcome
5. Lead and manage a team of SEND staff working directly with students with SEND and ensure that they are effectively deployed
6. Ensure that the senior leadership team and governing body are informed about current good practice and legislation relating to SEND and inclusion and that policies and practices relating to SEND are up to date
7. Liaise effectively with staff across the school, including pastoral, attendance and behaviour support teams, to ensure high quality provision for students with SEND
8. Lead on the development and implementation of inclusive practice throughout the school and
9. Liaise with teachers across the school, including delivering appropriate training when necessary
10. Maintain an accurate SEND register and provision map to ensure that provision meets the needs of students and statutory provision at all times, including overseeing the identification and review of students with SEND
11. Ensure that Education and Health Care Plans (EHCPs) and other relevant documentation relating to students with SEND are regularly reviewed with students, parents and other agencies and recommendations made are implemented
12. To ensure that exam access arrangement for students with SEND are carried out and implemented
13. Monitor, analyse and report on assessment information and examination results for students with SEND to ensure that they make excellent progress
14. Prepare for statutory assessments and ensure that all students with an EHCP have an annual review
15. Lead and manage intervention relating to literacy, numeracy and EAL
16. Lead and manage the transition of SEND students from Years 6 to 7 and 11 to 12, including the induction of Year 7 students with SEND

Person Specification

Experience and Leadership – the successful candidate will have:

- A successful track record in developing good and outstanding teaching
- Led on the achievement of outstanding outcomes across the full range of student abilities
- Significant experience of leading change
- Experience of managing, motivating and developing staff to secure outstanding outcomes
- Significant experience of using data and benchmarks to ensure the progress of every student
- Led a curriculum team in a secondary school.

Professional knowledge – the successful candidates will know how:

- To use school improvement planning and multi-level self-evaluation to ensure successful outcomes
- Management structures can be used to achieve high standards
- To support students' pastoral and emotional needs and ensure the care of the "whole child".
- Current educational issues and developments can be used to improve standards
- To use Ofsted criteria to make accurate judgements.

Skills – the successful candidate will be:

- An excellent classroom practitioner who leads by example
- Able to develop, articulate and maintain a clear vision and lead others to plan and deliver it
- An effective communicator who can inspire and motivate children and adults
- Able to improve and maintain high levels of attainment and progress
- Highly skilled at reviewing, monitoring and evaluating progress and results
- An effective leader who coordinates and delegates appropriately
- Both a strategic and an operational thinker, depending on the situation
- Highly skilled at analysing, evaluating and using data to support decision making
- Able to work effectively under pressure
- Highly skilled at managing the performance of others

Attributes – the successful candidate will:

- Create robust, trusting, honest, and supportive relationships across the whole school community
- Be flexible and resourceful
- Display moral, intellectual and personal integrity and authority
- Show determination, optimism and resilience in the face of challenges and set-backs
- Be committed to equality of opportunity, community cohesion and student social mobility

Qualifications – the successful candidate will:

- Be qualified to degree level.
- Hold a recognised SENCO qualification (NASENCO or equivalent)
- Have appropriate, successful and recent school subject leadership experience.
- Have qualified teacher status.
- Have undertaken recent and relevant professional development.