



ASSOCIATE HEADTEACHER

Job Description

Job title:	Associate Headteacher
Salary and grade:	Standard leadership scale in line with the current <i>School Teachers' Pay and Conditions</i> document L14-L24 £61,479 - £76,874 (Group 3 scale)
School:	The Welldon Park Academy
Line manager:	The Executive Headteacher of The Pegasus Partnership Trust
Supervisory responsibility:	Leadership Team & TLRs

Main purpose of the job

The Associate Headteacher will be expected to:

- Inspire, excite and innovate approaches to learning, by promoting and supporting the vision and direction of The Welldon Park Academy and The Pegasus Partnership Trust
- Model positivity, passion and show a commitment to going above and beyond for The Welldon Park Academy community, through day-to-day leadership which enables success
- Work with the Executive Headteacher, The Pegasus Partnership Trust Board of Trustees and Local Stakeholder Group to create and implement the strategic direction
- Be committed to teamwork through valuing all team members and being committed to effective communication, modelling and embedding equality and diversity, integrity and professionalism
- Lead the Leadership Team through professional leadership and management of the academy
- Share in the corporate responsibility for the well-being and behaviour of all children and ensure a positive learning behaviour is established throughout the academy, with Safeguarding being paramount in all decisions and actions
- Support, hold accountable, develop and lead the staff to ensure high quality teaching, effective use of resources and improved standards of learning and achievement across the academy
- To collaborate effectively and positively with the all Leaders, Staff, Parents/Carers and Stakeholders at The Welldon Park Academy and across The Pegasus Partnership Trust
- Maintain high standards of ethics and professional conduct

Priorities:

Your priorities will be:

- Targets detailed within your performance management review
- Academy priorities detailed within The Welldon Park Academy (TWPA) Academy Development Plan (ADP) and implementing their own termly action plans
- Development of new initiatives to help every TWPA child learn

The Associate Headteacher must always have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the Trust.

The Associate Headteacher must uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders: Selflessness; integrity; objectivity; accountability; openness; honesty; leadership. This links to Teacher Standards Part 2.



1.0 With support from the Executive Headteacher, lead on:

SCHOOL CULTURE *(linked to Teachers' Standard 1)*

- 1.1 establish and sustain the academy & Trust's ethos and strategic direction in partnership with those responsible for governance and through consultation with the local and wider community
- 1.2 create a culture where children experience a positive and enriching academy life
- 1.3 uphold ambitious educational standards which prepare children from all backgrounds for their next phase of education and life
- 1.4 promote positive and respectful relationships across the community and a safe, orderly and inclusive environment
- 1.5 ensure a culture of high staff professionalism

2.0 With support from the Executive Headteacher, lead on:

TEACHING *(linked to Teachers' Standards 2 and 4)*

- 2.1 establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how children learn
- 2.2 ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- 2.3 ensure effective use is made of formative and summative assessment

3.0 With support from the Executive Headteacher, lead on:

CURRICULUM & ASSESSMENT *(linked to Teachers' Standards 3 and 6)*

- 3.1 ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- 3.2 establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- 3.3 ensure that all children are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- 3.4 ensure valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum

4.0 With support from the Executive Headteacher, lead on:

BEHAVIOUR *(linked to Teachers' Standard 7)*

- 4.1 establish and sustain high expectations of behaviour for all children, built upon relationships, rules and routines, which are understood clearly by all staff and children and their families
- 4.2 ensure high standards of behaviour and courteous conduct from all children in accordance with the Trust and Academy's behaviour policy
- 4.3 implement consistent, fair and respectful approaches to managing behaviour
ensure that adults within the academy, model and teach the behaviour of a good citizen in line with British Values



5.0 With support from the Executive Headteacher, lead on:

ADDITIONAL AND SPECIAL EDUCATION NEEDS & DISABILITIES *(linked to Teachers' Standard 5)*

5.1 ensure the academy holds ambitious expectations for all children with additional and special educational needs and disabilities

5.2 establish and sustain culture and practices that enable children to access the curriculum and learn effectively

5.3 ensure the academy works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of children, providing support and adaptation where appropriate

5.4 ensure the academy fulfils its statutory duties with regard to the SEND code of practice

6.0 With support from the Executive Headteacher, lead on:

PROFESSIONAL DEVELOPMENT *(linked to Teachers' Standard 4 and Part 2)*

6.1 ensure all staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of the Academy Development Plan, team and individual needs

6.2 prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development and all staff

6.3 ensure that professional development opportunities draw on expert provision from beyond the Trust, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7.0 With support from the Executive Headteacher, lead on:

ORGANISATIONAL MANAGEMENT

7.1 ensure the protection and safety of children and staff through effective approaches to safeguarding, as part of the duty of care

7.2 prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds

7.3 ensure staff are deployed and managed well with due attention paid to workload
establish and oversee systems, processes and policies that enable the academy to operate effectively and efficiently

7.4 ensure rigorous approaches to identifying, managing and mitigating educational and operational risks

8.0 With support from the Executive Headteacher, lead on:

CONTINUOUS ACADEMY & TRUST DEVELOPEMNT

8.1 make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit academy and Trust effectiveness, and identify priority areas for improvement

8.2 develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the academy's context including securing external funding for projects



8.3 ensure careful and effective implementation of improvement strategies, which lead to sustained academy and Trust improvement over time

9.0 With support from the Executive Headteacher, lead on: **WORKING IN PARTNERSHIP**

9.1 forge constructive relationships beyond the academy, working in partnership with parents, carers and the local community

9.2 commit their academy to work successfully within the Trust as well as with other schools and organisations in a climate of mutual challenge and support

9.3 establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all children

10.0 With support from the Executive Headteacher, lead on: **GOVERNANCE & ACCOUNTABILITY**

10.1 understand and welcome the role of effective governance through the Local Stakeholder Group (LSG), upholding their obligation to give account and accept responsibility

10.2 establish and sustain professional working relationships with those responsible for governance at both LSG level and the Board of Trustees

10.3 ensure that all staff know and understand their professional responsibilities and are held to account

10.4 ensure the academy effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Time:

- Before school/ Lunch/ After School duties as required
- Dedicated Associate Headteacher time

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of academy organisation and may change either as your contract changes or as the organisation of the academy is changed. Additional tasks may be added at the reasonable request of the Executive Headteacher. This document must not be altered once it has been signed but will be reviewed annually.

Signature of Associate Headteacher

Signature of Executive Headteacher

Date _____



ASSOCIATE HEADTEACHER

Person Specification

Candidates should effectively write to our person specification.

The supporting statement should be no more than three sides of A4 as a separate attachment to the application form. The supporting statement should demonstrate your potential to professionally develop as an Associate Headteacher or your substantive experience should you wish to start at a higher salary within the salary group.

Generic application letters/CVs will not be shortlisted.

References & an Internet Search will be taken up prior to interview

Area to write to	Requirements	Essential or Desirable
1. Qualifications	Qualified Teacher Status and relevant degree first or second class degree and/or Masters	E
	NPQH or other professional/management qualification relevant to the post	D
	Advanced Safeguarding Certificate and/or experience of being a DSL	E
2. Professional development and Experience	Substantial and successful experience as an Assistant, Deputy or Headteacher for at least 3 years	E
	Evidence of undertaking and leading CPD and its impact on school improvement.	E
	Experience of delegating to, empowering and collaborating as a team	E
	Successful experience in relation to leading on change and understanding its impact including site development and reorganisation	D
3. Knowledge and skills	Proven experience of performance management and its impact on the school, staff and children	E
	Experience of building capacity and developing distributed leadership.	D
	Evidence of raising standards through excellent teaching, across each stage and for all children, including SEND, disadvantaged children and More Able children	E
	Experience of working with a Governing Body or Trustees	E
	Participation in school self-evaluation and development planning	E
	Ability to formulate objectives, policies and plans and monitor, evaluate and review their impact	E
	Demonstrate success in introducing effective strategies for improvement	E
	Understanding of the factors which create barriers to learning and the ability to implement appropriate strategies for reducing inequalities and promoting inclusion	E
	Ability to collect, analyse and use data on children's attainment and progress and secure best practice across the school	E
	A clear understanding of what makes good and outstanding learning and teaching in a Primary School including Early Years.	E
	Ability to engage children through an exciting, innovative, diverse and creative curriculum built on character, outdoor learning and an experiential approach	E

	Ability to create and develop a stimulating environment which promotes good behaviour and an eagerness to learn	E
	Successful experience of creating and maintaining productive partnerships with different stakeholders	E
	Ability to collaborate with other organisations in the wider community	D
	Ability to set, interpret, monitor and manage a budget; planning for a sustainable future	D
	Ability to manage, monitor and review the use of available resources including procurement and tender projects	D
4. Personal Qualities	Excellent communication skills both verbal and written	E
	A leader ready for more creative blue-sky-thinking, taking calculated risks to achieve aspirational targets	E
	Very approachable and enthusiastic to engage with the wider community	E
	Emotionally intelligent and resilient, robust and calm under pressure	E