Job Description

Assistant Headteacher

Job details

Area of focus: [To be confirmed on appointment]

Reporting to: Deputy Headteacher

Main purpose

Assistant Headteachers are members of the school's senior leadership team. Working under the direction of the Deputy Headteacher, they provide leadership, vision, direction and management, so that the education and care needs of all our children and young people are met through our Enterprise Learning approach.

Each Assistant Headteacher will lead in a key area within the school. As these areas are closely interconnected, Assistant Headteachers work collaboratively with one another, the Deputy Headteacher and colleagues across the school to ensure a holistic and coherent approach for every student.

Key accountabilities

- Lead their key area across the school, ensuring high standards of provision, practice and outcomes for all students.
- Work holistically and coherently with fellow Assistant Headteachers, the Deputy Headteacher and all colleagues, recognising where areas of focus overlap and planning together so that support for students is joined up.
- Promote the Group's strategic intention, Enterprise Learning, Cultural Pillars and Ways of Working, and model them in their own practice.
- Line manage Curriculum Coordinators ensuring they are well supported, developed and effective.
- Contribute to the School Development Plan, quality assurance and the continuous improvement of the school.
- Work across the Group to share and develop best practice, contributing to the development of the wider Group.

Core duties

Leadership and line management

- Work under the direction of the Deputy Headteacher, contributing fully to the senior leadership team and deputising for senior colleagues when required.

- Line manage Curriculum Coordinators and other direct reports, ensuring they have robust inductions, regular and purposeful one to one and PLP meetings and clear development actions.
- Ensure the team understands their roles, responsibilities and accountabilities, and has the resources needed to fulfil them.
- Monitor, support and promote the wellbeing of their team.
- Lead professional development in their area of focus, identifying training needs and evaluating the impact of training.
- Act as a Learning Lead and adopt a mentor mindset, implementing, modelling and encouraging an approach of high expectations and high support for all colleagues.

Working holistically

- Plan and work closely with fellow Assistant Headteachers, so that curriculum, inclusion, safeguarding and attendance are approached as one coherent whole.
- Ensure decisions in their area take account of the wider needs of each student, drawing on the knowledge of colleagues, families, therapists and external professionals.
- Build positive, relational partnerships with students, parents and carers, and external agencies.
- Champion student voice, ensuring students' views shape decisions about their learning, wellbeing and future.
- Adopt a flexible, whole school approach at all times, adapting their work and focus to the needs of the school where required.

Quality assurance and school improvement

- Ensure the Quality Assurance Cycle for their area of focus is fully implemented, to agreed timelines.
- Contribute to and implement the School Development Plan, leading actions for their area of focus.
- Ensure KPIs for their area are submitted in a timely way, checked and contextualised, with clear descriptions of trends and actions.
- Ensure BridgeLink use and data are consistent, high quality and used to improve student outcomes.
- Champion the identification and reduction of risk as part of the senior leadership team, and promote an ambitious culture of high expectation and personal responsibility.
- Prepare reports for the Headteacher, the Group and the governance team on the effectiveness of their area.

Work across the Group

- Work with colleagues across Spaghetti Bridge to share and develop best practice in their area of focus.
- Take part in Group networks, working groups and projects, contributing to the development of the wider Group.
- Bring learning from across the Group and the wider sector back into the school.

Safeguarding and conduct

- Safeguard and promote the welfare of children and young people, and follow the school's safeguarding policy and staff code of conduct.
- Maintain high standards of professional conduct, confidentiality and data protection at all times.

Areas of focus

In addition to the core accountabilities and duties above, each Assistant Headteacher will lead on one of the following key areas within the school, which together reflect the areas Ofsted considers when inspecting schools.

Where a key area is not led by an Assistant Headteacher, it will be led by the Deputy Headteacher. There may also be circumstances where an Assistant Headteacher is required to change their key area or adopt a hybrid approach as agreed by the senior leadership team, to meet the needs of the school.

The line management responsibilities listed for each area are typical, and will be confirmed by the Deputy Headteacher.

Projects, Curriculum, Pedagogy and Outcomes

Aligned with Ofsted's Curriculum, Teaching and Achievement. The Assistant Headteacher leads the design, delivery and quality of the curriculum and teaching, so that every student learns through Enterprise Learning and achieves outcomes that prepare them for their next steps.

- Lead the design, implementation and quality assurance of the Enterprise Learning curriculum, ensuring it fosters social, emotional and academic growth, is in line with our unique approach and is differentiated to meet the needs of all students.
- Ensure learning is delivered through our Enterprise Learning Project approach, is consistently high quality and supports students' development, providing an accurate, informed and timely understanding of the quality and impact of Enterprise Learning.
- Monitor and improve the quality of teaching, leading curriculum reviews and professional development in pedagogy and assessment.
- Ensure gaps in teachers' subject and pedagogical knowledge are identified and supported through targeted development.
- Oversee assessment frameworks and the tracking of student progress, using data to inform teaching and curriculum decisions and ensuring appropriate action is taken where foundational knowledge is not secure.
- Oversee accredited learning, ensuring students gain the qualifications they need for their next steps and that exam guidance and processes are followed robustly.
- Oversee development plans for maths, English and other designated subject areas.
- Manage curriculum resources and budgets to support effective delivery.
- Typical line management: Horizons Curriculum Coordinators and subject leads for Maths and English.

Inclusion and Destinations

Aligned with Ofsted's Inclusion and Personal Development. The Assistant Headteacher ensures every student's needs are understood and met, that students develop personally and socially, and that they move on to meaningful destinations that are well planned.

- Lead inclusive practice across the school, ensuring provision meets the needs set out in each student's Education, Health and Care Plan.
- Ensure annual reviews are completed within required timeframes, and are well prepared and conducted professionally.
- Lead personal development, including the Relational curriculum (inc PSHE and RSE), deeper learning opportunities (enrichment) and wellbeing initiatives, working with Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Relational Support Leads.
- Ensure students receive high quality careers information, advice and guidance, and that Preparation for Adulthood outcomes are planned for and tracked.
- Ensure baseline assessments are completed accurately for all students, and that the needs they identify are planned for.

- Ensure strategies aligned with Waves are agreed, understood, implemented and regularly reviewed by staff.
- Ensure student progress is monitored, and that barriers to learning are swiftly addressed through additional teaching strategies.
- Oversee transitions into the school, between phases and on to further education, training or employment, and track students' destinations.
- Ensure any alternative provision is agreed, compliant, tracked, quality assured and has a positive impact on students.
- Oversee provision for students with individual medical needs, including Individual Healthcare Plans.
- Work with families and external agencies and relevant third parties, including local authorities, to coordinate support for students.
- Typical line management: Explore Curriculum Coordinators, as agreed with the Deputy Headteacher.

Relational, Safeguarding and Attendance

Aligned with Ofsted's Safeguarding, Behaviour and Attendance. The Assistant Headteacher leads a relational, needs led approach to safeguarding, behaviour and attendance, so that students are safe, regulated and attending school.

- Lead the school's safeguarding culture, ensuring compliance with statutory requirements and the Group's safeguarding policies and procedures.
- Line manage and support the Designated Safeguarding Lead (DSL), and act as DSL in their absence.
- Lead relational practice across the school, ensuring Relational Support Plans and risk assessments are robust and that behaviour is understood as communication.
- Support reflection meetings following physical interventions with the Team Teach lead, working to reduce restrictive practice.
- Chair and review Student Focused Interventions meetings, coordinating support for students at risk.
- Have full oversight of attendance, working with the DSL and families to identify barriers and plan outreach so that students return to regular attendance.
- Lead online safety for staff, students and families, and work with the DSL on the safeguarding curriculum.
- Analyse safeguarding, behaviour and attendance data with the DSL, including bullying, suspensions, part-time timetables and restrictive physical interventions, identifying trends and ensuring actions focus on solutions.
- Support parents and carers to understand the school's approach and expectations, and how the school can work with them to improve attendance.
- Typical line management: the DSL and Explore Curriculum Coordinators.

Person specification

Criteria	Essential	Desirable
Qualifications and training	Qualified Teacher Status (QTS)* or equivalent evidence of continued professional development in	Relevant degree or postgraduate qualification

	leadership and management *Assistant Head Teacher – Relational, Safeguarding & Attendance may be held by a colleague who does not have QTS (however they should not undertake other AHTs focus)	in education or leadership; NPQSL or equivalent
Experience	Successful senior or middle leadership experience in education, social care or childcare; experience of working with students with SEND, particularly SEMH and autism; experience of line managing, coaching and developing staff; experience of using data to improve provision and outcomes	
Knowledge	Understanding of the needs of students with SEMH, autism and other SEND, and how to create supportive learning environments; safeguarding policies and procedures, including KCSIE; the Ofsted inspection framework; Enterprise Learning and its implementation in schools	
Skills and qualities	Commitment to the Group's strategic intention, Enterprise Learning, Cultural Pillars and Ways of Working; ability to work holistically and collaboratively across areas of responsibility; strong, relational leadership; excellent communication at all levels; ability to plan, prioritise and deliver to agreed timescales; problem solving skills for complex situations	
Area 1: Projects, Curriculum, Pedagogy and Outcomes	Proven curriculum leadership, ideally in SEMH settings; experience of assessment, tracking	Experience of leading qualifications and examinations

	progress and quality assuring teaching	
Area 2: Inclusion and Destinations	Experience of leading SEND provision, Education, Health and Care Plans and annual reviews; knowledge of careers guidance and Preparation for Adulthood	National Professional Qualification for SENCOs or equivalent; experience of leading PSHE and RSE
Area 3: Relational Safeguarding and Attendance	Designated Safeguarding Lead training; experience of safeguarding leadership and of supporting behaviour that challenges through relational, needs-led approaches; knowledge of attendance legislation and guidance	Experience as a DSL or deputy DSL; Team Teach or equivalent training

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by their line manager or senior leaders, and the post is likely to adapt over time to meet the changing needs of our schools and Group.

Postholder's signature: _____

Name: _____

Date: _____