**Bolton Muslim Girls’ School**

**Assistant Headteacher- Data and Assessment**

**Start Date: Spring 2022**

Bolton Muslim Girls’ School, Swan Lane, Bolton, BL3 6TQ

Salary: Leadership Scale L5 – 12

We require for Spring 2022, a well-qualified, experienced and enthusiastic colleague to assist the Headteacher in securing further sustainable growth for the school as it expands to take significantly more learners. This post offers considerable versatility to help shape the future of the school. The main focus of this post will be to lead on Data & Assessment ensuring all students are able to achieve their potential.

Bolton Muslim Girls’ School is a friendly and vibrant school with a highly committed staff who want the best for all its learners ensuring they are ambitious and hungry for future success. The school community has developed a “can do” attitude through collaboration and effective partnerships. We are proud to be a non-selective secondary school, which Ofsted judged to be ‘Outstanding’ in all categories in June 2013. These are exciting times to join us as we continue to expand and in September 2021 a substantial part of the school moved into new accommodation.

**We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and an enhanced DBS clearance.**

**The closing date for applications is on Monday 29th November 2021 at 9:00 am.**

If you have any other enquiries about the post, please contact Patricia Corfield on 01204 361103. or alternatively email on patricia.corfield@bmgs.bolton.sch.uk . Please also contact Patricia should you wish to arrange a visit to the school prior to applying.

**Application and Interview Process**

After the closing date, short listing will be conducted by a panel. You will be selected for interview entirely on your letter of application.

All candidates invited to interview should bring the following documents:

* + evidence of right to work in the UK
	+ documentary evidence of identity that will satisfy DBS requirements such as current driving licence including a photograph and/or passport and/or full birth certificate
	+ documentary proof of current name and address (i.e., utility bill, financial statement etc dated within the last three months)
	+ where appropriate any documentation evidencing changes of name
* documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that original documents are required.

**References and Pre-Employment Checks**

We will seek references for candidates who have been successful at the shortlisting stage and have been invited for interview. We will seek references prior to attending for the interview. We may approach previous employers for information to verify particular experience or qualifications before interview.

In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

* + Motivation to work with children and young people
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people
	+ Emotional resilience in working with challenging behaviours
	+ Attitudes to use of authority and maintaining discipline

**Conditional offer: Pre-employment Checks**

Any offer to a successful candidate will be conditional upon:

* + verification of right to work in the UK
	+ receipt of at least two satisfactory references (if these have not already been received)
	+ verification of identity checks and qualifications
	+ Section 128 check (if applicable)
	+ prohibition order (if applicable)
	+ satisfactory DBS Disclosure and Barred List Check
	+ verification of professional status such as QTS status
* where the successful candidate has worked or been resident overseas in the previous ten years, such checks and confirmations as may be required in accordance with statutory guidance

In applying for this role please ensure you complete the TES online application form fully, including:

* A full work history
* Naming two referees, one of which must be your current employer
* Including a letter/statement of application that must not exceed three sides of A4, this should address areas identified in the post description and person specification

**Post Description:**

**Assistant Headteacher – Data and Assessment**

**Scale**

Leadership Scale Point L5 – L12

**Line of Accountability**

The Assistant Headteacher is directly accountable to the Deputy Headteacher.

**Line Management**

The Assistant Headteacher will line manage and appraise relevant teaching and support staff as outlined in the school structure.

**Job Purpose**

The purpose of the post is to provide high quality leadership which ensures success and improvement in the school. The Assistant Headteacher will ensure a high-quality education is provided for all pupils with improving standards of learning and achievement. The post-holder will support teaching staff, support staff and pupils to ensure they fulfil their potential. S/he will assist the Headteacher and governors in the strategic leadership and application of policies relating to Data and Assessment.

**Specific roles for the Assistant Headteacher – Data and Assessment**

Carry out those responsibilities defined by statute with specific reference to conditions of Employment of Headteachers in the DfE publication ‘School Teachers Pay and Conditions,’ including the educational standards, internal organisation, management and control of Bolton Muslim Girls’ School.

Reporting to the Deputy Headteacher – Data and Assessment will lead and manage the following areas of the school:

* Lead, manage, review and quality assure the whole school tracking system, ensuring the ongoing training of staff to support student progress
* Effectively report progress data to students, parents and governors including interim reports and parents’ evenings.
* Working with Middle Leaders to monitor, review and plan the most effective provision to support pupil progress in light of progress data
* Work with senior leaders to ensure data is readily available to support relevant intervention to address gaps in student achievement
* Leadership of External exams and all aspects of Data and Assessment
* Managing the Data and Examination Officer to ensure internal and external examinations run smoothly and efficiently Assessment, Reporting & Recording including liaison with parents, governors, Middle Leaders, and staff.
* Ensure effective assessment structures are in place across all departments that are clearly mapped into the school’s recording and reporting systems
* Work with Middle leaders to ensure effective structures are in place to provide reliable and robust assessment data
* Ensure that the assessment maximises progress and achievement by working with and through Middle Leaders to monitor, evaluate and develop effective assessment practices.
* Ensure that baseline assessments are responded to in developing teaching and curriculum on individual, subject and school levels
* Target setting and Monitoring Key Stage 3+ 4, including Raising Attainment, Progress, and Intervention & Support Strategies for the characteristic groups.
* Oversee and manage the school’s system of GL and other baseline assessments and contribute to the school’s work on ‘transition’ with the Key stage 3 Coordinator and support staff.
* Developing and communicating an assessment and reporting calendar that is aligned to the learning pathways of students.
* Developing reporting that is meaningful to students and parents and that leads to action
* Manage and oversee with the Data and Examinations Officer and Middle Leaders to produce the annual Examinations Analysis.
* Overview of Homework - Edulinkone and Independent Learning through SAM, Century & GCSEpod
* Promote a Remote Learning environment so that students and parents can always access their curriculum and assessment information.
* Development of a Whole School Extra-Curricular / Enrichment Programme
* To manage the implementation of extra-curricular, enrichment and intervention opportunities throughout the school at all key stages.
* Parent Shura (council), Parental engagement, Parent View & Parent Survey- To implement and lead on whole school system for gathering the views of students, staff and parents via Pass survey and to ensure demonstrable impact from the findings- providing SLT, Governors and external audiences with impact reports
* Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
* To ensure 100% of our Parents/Carers come into school to discuss and support in academic progress of the children.
* Lead whole-school training in intervention focused areas of our work
* To oversee Pupil Premium children to ensure parity of experience for disadvantaged pupils in the school with non-disadvantaged pupils Oversee tracking of progress of Pupil Premium children, intervention strategies and Closing the Gap
* Gain support from hard to reach/disadvantaged families to work together in supporting the child’s emotional and academic development through outreach and engagement Strategies
* To design and lead on a Parental Engagement Strategy – seeking to overcome barriers in this domain so that parents become partners with the school in their child’s learning – with a direct impact on pupil outcomes
* To seek opportunities for all students to develop confidence and to raise their self -esteem through a broadening of experience and opportunities, such as, Debating Groups.
* Promote the school as an inclusive institution with Islamic values, serving the local community and reflecting the teachings of Holy Quran and sunnah to education
* Uphold and promote the Islamic Ethos of the School
* Part of the school’s mission statement states that “‘promote high standards for all, a love and ownership of learning; spiritual growth, best standards of conduct founded on Islamic morals and British values and prepare them for their role as caring and contributing Muslimahs in modern Britain”. All teachers, together with their line managers, are asked to respect the Islamic ethos of the school and to seek advice from, and liaise with, appropriate colleagues over any matters pertaining to this ethos

**Other roles**

* The safeguarding and wellbeing of learners
* Taking a lead role in creating positive relationships across the Academy
* Contribute to formal reports on school performance.
* As a line manager, conduct appraisal for named staff
* Ensure that the school is at Ofsted readiness
* To teach timetabled classes
* Attendance at Strategic and Senior Leadership Team meetings throughout the year
* Managing incidents and conflict resolution
* Supporting Governor activities
* Support the Deputy Headteacher with self-evaluation evidence, judgements and improvement plans

**The core focus of the post is to oversee Data and Assessment. The specific requirements of the post are subject to discussion in order to balance the roles of the wider Senior Leadership Team. This will enable strengths of the successful candidate and offer rotation to enhance a skill set for future career development.**

**Duties and responsibilities**

**Shaping the future**

* Support the headteacher and governors in establishing an ambitious vision and ethos for the future of the school
* Play a major role in the school improvement and school self-evaluation planning process, through agreed priorities
* Contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate
* Lead by example to motivate and work with others
* Promote a culture of inclusion within the school community

**Supporting welfare, teaching and learning**

* Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
* Work with the Headteacher to raise standards through staff performance management and assist with training and support for staff
* Assist the senior leadership team in managing the school through strategic planning and the formulation of policy and delivery strategy
* Support the senior leadership team with the processes involved in monitoring and evaluating the quality of teaching and learning taking place throughout the school, including lesson observations, to ensure a consistently high quality
* Ensure robust evaluation of school performance in all areas of provision and outcomes
* Ensure through leading by example the active involvement of pupils and staff in their own learning

**Developing self and others**

* Working with staff and other agencies and support the induction of staff new to the school and those being trained within the school as appropriate
* Work with the senior leadership team in ensuring an appropriate programme of professional development for staff, in line with the school development plan and performance management including coaching and mentoring as appropriate

**Managing the organisation**

* Contribute to regular reviews of the school’s systems to ensure statutory requirements are being met
* Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication
* Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school
* Be a proactive and effective member of the senior leadership team
* Contribute to the day-to-day effective organisation and running of the school
* To undertake any professional duties, reasonably delegated by the headteacher

**Securing accountability**

* Support the staff and governing body in fulfilling their responsibilities with regard to the school’s performance
* Contribute to the reporting of the school’s performance to our community and partners.
* Promote and protect the health and safety welfare of pupils and staff
* Take responsibility for promoting and safeguarding the welfare of children and young people within the school

**Strengthening community**

* Assist the senior leadership team in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
* Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
* Strengthen partnership and community working
* Promote positive relationships with colleagues in other schools and external agencies.
* Ensure that the health and safety of all learners and staff is always promoted and maintained to a high standard in accordance with the school’s relevant policies and procedures

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

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| **Safeguarding Children** |
| In accordance with the school’s commitment to follow and adhere to the Department for Education’s guidance entitled ‘Keeping Children Safe in Education’ (September 2020) and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the school community and outside agencies, and exercise sound professional judgment which always focuses upon the best interests of the learners and the school.You are required to have enhanced DBS clearance. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of the school and uphold public trust and confidence at all times.  |
| **Confidentiality** |
| During your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of the Bolton Muslim Girls’ School or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation. You will be required to know how information can be shared and in what circumstances it is appropriate to do so. |
| **Data Protection** |
| During the course of your employment, you will have access to data and personal information that must be processed in accordance with the terms and conditions of the Data Protection Act 2018 and are properly applied to learner, staff and school business/information.  |
| **Freedom of Information**  |
| The post holder must be aware that any information held by the school in theory could be requested by the public, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the school's policies and procedures. |
| **Smoking Policy** |
| Smoking is not permitted in any premises or grounds managed by Bolton Muslim Girls’ School. Smoking is not permitted in school vehicles or in any vehicle parked on school premises. |

**Person Specification**

**Assistant Headteacher – Data and Assessment**

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| **Evidence Key** |
| **Application Form & Supporting Letter** | **A** |
| **Selection Process** | **S** |

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| **Professional Qualifications and Experience** |
| **Criteria** | **Essential (E)****Desirable (D)** | **Suggested Evidence** |
| Senior leadership or Middle leadership experience within an educational setting  | E | A |
| Qualified Teacher Status (QTS) | E | A |
| Evidence of further training for Senior Leadership such as MA, M.Ed, NPQSL, NPQML | D | A |
| Commitment to accredited school leadership and management training/career development | E | A |
| Current safeguarding training | E | A |
| Ability to demonstrate commitment to safeguarding and promoting the welfare of children | E | A or S |
| **Qualities & Knowledge** |
| **Criteria** | **Essential (E)****Desirable (D)** | **Suggested Evidence** |
| Exhibits current knowledge and understanding of educational policy locally, nationally and globally | E | S |
| Demonstrates a commitment to Continuous Professional Development | E | A |
| Can evidence strategic leadership | E | A or S |
| Has a proven track record as an excellent teacher with ambitious standards | E | A or S |
| Has a proven track record of securing appropriate outcomes for pupils in line with their starting points | E | A or S |
| Promotes equality and inclusive practices | E | A or S |
| Demonstrates analytical understanding and uses data effectively | E | A or S |
| Is committed to safeguarding pupils | E | A or S |
| Understands about the relationship between managing performance, CPD and sustained school improvement | E | A or S |
| Effective team work with the school, Trust and with external partners | E | A or S |
| Inspires and influences others  | E | A or S |
| **Personal Qualities& Attributes** |
| **Criteria** | **Essential (E)****Desirable (D)** | **Suggested Evidence** |
| Resilient  | E | A or S |
| Demonstrates honesty and integrity  | E | A or S |
| Self-motivated, enthusiastic and energetic | E | S |
| Excellent communication and interpersonal skills | E | A or S |
| Effective working relationships | E | A or S |
| Excellent organisational skills | E | A or S |
| Prioritises, meets deadlines and performs effectively under pressure | E | A or S |
| Demonstrates initiative and problem-solving skills | E | A or S |
| Flexible and adaptable to change  | E | A |
| Excellent Attendance & Punctuality Record | E | A |