



## Job Description: Assistant Headteacher

<b>Contract Term:</b>	Permanent
<b>Hours:</b>	This is a Full-Time role
<b>Pay Range:</b>	Leadership Pay spine: 11-14 (£63,815-£68,586)
<b>Reporting to:</b>	Headteacher

Stretford Grammar School is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, transgender status, religion or belief, marital status, or pregnancy and maternity.

### Job Purpose:

The post-holder will play an integral role in the leadership of the school, providing inspirational and highly effective leadership to secure consistently high standards in the quality of our provision and outcomes for students and support the professional satisfaction and pride felt by all staff.

The successful applicant can expect to lead on one of the following areas:

- Student Development and Leadership,
- Curriculum, Teaching and Learning,
- Student Intervention and Progress.

They should be able to inspire, motivate and support students through visible leadership in and around the school so that students are aspirational, kind, respectful and considerate and have an opportunity to 'shine'.

**As and Assistant Headteacher at Stretford Grammar School you will:**

- Have an effective leadership style that encourages innovation and confidence and develops a positive culture amongst staff.
- Possess a dedication to providing students with the best education possible and have the vision, passion and proven track record to support school improvement and performance.
- Be someone with the ability to motivate and inspire students, staff and parents with a strong sense of teamwork and who can lead by example, influencing decisions and shaping policies.
- Be aspirational, with an uncompromising commitment to improving educational outcomes for all students.
- Be kind, considerate and have the interests and wellbeing of all at the heart of what you do

This role is **key** to helping all students maximise their potential, in line with our values, ethos and expectations.

Strategic Leadership	
<b>School Culture</b>	
1	Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
2	Create a culture where pupils experience a positive and enriching school life
3	Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
4	Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
5	Ensure a culture of high staff professionalism
<b>Teaching</b>	
1	Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
2	Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
3	Ensure effective use is made of formative assessment
<b>Curriculum and Assessment</b>	
1	ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
2	establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
3	ensure that all pupils 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
4	ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum
<b>Behaviour</b>	
1	Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
2	Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
3	Implement consistent, fair and respectful approaches to managing behaviour
4	Ensure that adults within the school model and teach the behaviour of a good citizen
<b>Professional Development</b>	
1	Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
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
3	Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning
<b>Organisational Management</b>	
1	Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care

2	Ensure rigorous approaches to identifying, managing and mitigating risk
3	Ensure staff are deployed and managed well with due attention paid to workload
4	Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
5	Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
<b>Continuous School Improvement</b>	
1	Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
2	Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
3	Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time
<b>Working in Partnership</b>	
1	Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
2	Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
3	Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils
<b>Governance and Accountability</b>	
1	Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
2	Establish and sustain professional working relationship with those responsible for governance
3	Ensure that staff know and understand their professional responsibilities and are held to account
4	Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
<b>About You</b>	
<b>Qualifications</b>	<b>Essential</b> - Educated to degree level. - Qualified Teacher Status.
	<b>Desirable:</b> - NPQH, NPQSL or other leadership qualification (completed or in progress). - Additional safeguarding training (or willingness to complete).
<b>Experience and Knowledge</b>	
1	Evidence of sustained and outstanding teaching over the last 5 years
2	Substantial and successful middle leadership level experience in education with significant Line Management responsibility

3	Experience of having led, or significantly contributed to the success of a school through its leadership, ethos, pastoral provision, teaching and learning and results
4	Familiarity of and an ability to monitor and use data and/or evidence to inform decision making, plan interventions and address weaknesses
5	An understanding of self-evaluation and improvement planning
6	Evidence of high-quality skills in leading a team and working to support the success of others through CPD and management of performance
7	Experience of securing professionally effective relationships with students, parents and a wide range of internal and external colleagues
8	A strong knowledge of a range of effective strategies for developing an inclusive quality of education and experience for students with SEND
9	An in-depth knowledge of a range of effective strategies for maintaining and developing high standards of behaviour and attendance
10	Experience of working with other agencies / organisations / schools
11	A Good understanding of current education landscape and legislation
12	Experience of effective line management and the ability to hold staff to account
13	Evidence of a commitment to self-improvement as a professional
14	A developed knowledge of child protection procedures, equal opportunities and protected characteristics
<b>Skills</b>	
1	Lead by example and be a strong presence, with high visibility in the school environment
2	Excellent communication, interpersonal, organisational and planning skills
3	A high degree of emotional intelligence and a reflective practitioner
4	Personal resilience, confidence and commitment to act with integrity
5	Competence in using data strategically to identify
6	Ability to think critically and act strategically
7	An ability to use data to investigate how your Year group is performing and to put in place appropriate strategies to promote continuous improvement
8	Demonstrate the consistent and persistent implementation of the schools' policies and processes
9	Able to work independently and be solution focussed
<b>Core Values</b>	
1	Display a deep commitment and empathy to the values and vision of the school through the demonstration of Ambition, Respect and Endeavour in daily work and ensuring every child has an opportunity to ' <b>shine</b> '.
2	High standards of professionalism with regards to confidentiality and discretion
3	A Willingness to take on other roles and responsibilities within the team
4	Be able to conduct your work with empathy, kindness and good humour
5	Genuine passion and belief in the potential of every student
6	Commitment to the safeguarding and welfare of all students

## About this Job

1	This job description is designed to outline the main duties and responsibilities associated with the post but is not intended to be an exhaustive list of all duties performed. The tasks associated with this role are listed in the “CONDITIONS OF EMPLOYMENT OF SCHOOL TEACHERS” in the current School Teachers Pay and Conditions Document. It will be reviewed each year, and it may be subject to modification or amendment at any time after consultation with the post-holder, Headteacher or his representative.
2	The Governing Body is committed to the safeguarding and welfare of children and young people. It expects all staff and volunteers to share this commitment.
3	<b><i>The successful candidate will be subject to an enhanced DBS check</i></b>
Signed	
Date	