Fairview Community Primary School
Job Description

Leadership Scale

Name of Teacher:

Post Title: Assistant Headteacher

Section 1: Core Purpose and Accountability

To play a major role under the direction of the Headteacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.

Undertake professional duties of the Headteacher reasonably delegated to you by the Headteacher.

Undertake the professional duties of the Headteacher in the event of his absence from the school.

To provide professional leadership and management of a School Development Plan priority and a core/ foundation subject to provide high quality teaching, the effective use of resources and improved standards of learning and significant achievement in this area for all children.

Your immediate responsibility is to the Headteacher

Section 3: Performance Management

3.1   To undertake annual Performance Management, setting and agreeing targets linked to school improvement priorities with the Headteacher.

Section 4: Key Areas

4.1   **Impact on educational progress beyond your own assigned pupils:**

Strategic direction/Shaping the future
a.   Support the Headteacher in:
   - ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
   - demonstrating the vision and values of the school in everyday work and practice
   - motivating and working with others to create a shared culture and positive climate
b.   assist the Headteacher in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision, consistent with the procedures in the school self evaluation policy
   - hold staff accountable for agreed benchmarks/curriculum targets throughout the school
   - take an active role in all stages of the School Self Evaluation Cycle
   - contribute to the completion and regular updates of the Ofsted Self Evaluation Form
c.   create costed subject development plans which contributes positively to the achievement of the school improvement plan and which actively involves all staff in its design and execution
d.   develop and implement policies and practices for the subject/area(s) which reflect the school's commitment to high achievement and consistent with national and local strategies and policies
   - promote high expectations for attainment
e.   establish short, medium and long term plans for the development and resourcing for the specific areas of responsibility
f.   monitor the progress made in achieving subject/area plans and targets, and evaluate the effects on teaching and learning

- report on progress to stakeholders and outside agencies, including producing a short reports for the Headteacher and Governors
- undertake the school's agreed monitoring and evaluation procedures including Learning Walks and evidence trails
- monitor colleagues planning and feed back
- half-termly sampling of pupils work
- termly monitoring of display around the school for evidence of pupil progress
- use any other monitoring activity that will support accurate assessment of standards in the subject/area.

g. work with outside agencies and stakeholders to inform future action
- attend LA meetings/training as required
- liaise termly with Governor/s as appropriate
- provide Governors with training and attend meetings as required

The key Leadership characteristics/competencies that contribute to success at this level are:

Community engagement	Sensitive to group needs and dynamics Communicates and connects own vision to that of others	Initiative	Thinks and acts ahead
Analytical thinking	Analyses variables	Team working	Gets input from others Builds team spirit
Conceptual thinking	Sees patterns Uses concepts		

4.2 Leading Learning and Teaching, developing and enhancing the teaching practice of others:

a. Work with the Headteacher to raise the quality of teaching and learning and pupil's achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes
- ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- establish creative, responsive and effective approaches to learning and teaching
- ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- demonstrate and articulate high expectations and set stretching targets for the whole school community
- implement strategies which secure high standards of behaviour and attendance
- monitor, evaluate and review classroom practice and promote improvement strategies
- challenge underperformance at all levels and ensure effective correction action and follow-up

b. provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on students learning
- provide effective feedback to staff on performance using an agreed framework

c. develop whole staff, subject teams and individuals to enhance performance
- undertake coaching and mentoring
- plan, organise and deliver staff meetings, where necessary bringing in outside speakers
- keep abreast of the latest developments in the area and disseminate effectively to other members of staff

d. plan, delegate and evaluate work carried out by team(s) and individuals

e. create, maintain and enhance effective relationships
- regular meetings
- use team communication model to resolve issues

f.   recruit and select teaching and support staff

The key Leadership characteristics/competencies that contribute to success at this level are:

Holding people accountable	Sets boundaries Demands performance	Developing potential	Gives feedback and encouragement
Managing pupils	Takes actions on behalf of the class	Challenge and support	Strives for the best possible provision Challenges others in the pupil's best interest
Passion for learning	Supports practice	Impact and influence	Takes action to persuade Calculates an impact

4.3   Securing Accountability
a.   work with the Headteacher to ensure the school's accountability to a wide range of groups, particularly parents, carers, governors and the LA; ensuring that pupils enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community
- develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
- reflect on personal contribution to school achievements and take account of feedback from others

b.   agree, monitor and evaluate the subject pupil progress targets to make a measurable contribution to whole school targets
c.   engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key school learning strategies
d.   provide guidance on a choice of appropriate teaching and learning methods/strategies
- model and demonstrate
- act as a consultant for other staff
- exemplify good practice
- undertake shared planning, team teaching etc.

e.   develop and implement systems for recording individual pupil's progress
f.   evaluate the quality of teaching and standards of achievement, setting targets for improvement

Resource management
g.   work with the Headteacher to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation
h.   work with the Headteacher to ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment
i.   oversee and evaluate the subject/area budget allocation to ensure the budget is spent in line with subject/area learning priorities and best value principles
j.   secure and allocate resources to support effective learning and teaching within the subject area(s)
k.   monitor and control the use of resources and budget according to school's agreed financial procedures

The key Leadership characteristics/competencies that contribute to success at this level are:

Holding people accountable	Sets boundaries Demands performance	Creating trust	Lives up to what he or she professes to believe
Impact and influence	Takes action to persuade Calculates an impact	Drive for improvement	Creates improvements Sets and tackles challenging targets
Challenge and support	Strives for the best possible provision Challenges others in the pupil's best interest		

5.2   To provide professional leadership and management of behaviour in the school.

5.3   To provide professional leadership and management of a core/foundation curriculum subject.

5.4   To take an active role in the School Improvement team, contributing to the development of identified areas leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all children.

5.5   To lead the Performance Management of a team of up to four teachers.

5.6   To identify and pursue leadership and management development opportunities (to be negotiated and agreed with the Headteacher who will give support throughout).