



TORFIELD AND SAXON MOUNT ACADEMY TRUST
JOB DESCRIPTION AND PERSONAL SPECIFICATION



SCHOOL: Saxon Mount

POST: Assistant Headteacher; Curriculum and Assessment

SCALE ALLOWANCE: L10 -15

RESPONSIBLE TO: Headteacher, Executive Head

The key duties assigned to this post are outlined below. These duties may be reviewed and amended in consultation with the post holder to reflect any changes in the requirements and priorities within the school or the Academy Trust. Variations in the duties of Assistant Headteachers are common and do not in themselves justify a re-grading of the post. This list is not exhaustive and does not cover every individual aspect of the role.

An Assistant Headteacher within the Trust will be required to undertake duties and responsibilities associated with other schools within the federation and may be based at any of the involved establishments, as directed by the Executive Headteacher.

Post holders are expected to undertake other duties and responsibilities relevant to the nature, level, and extent of the post and the school. The pay level has been established on this basis. The post encompasses all duties and responsibilities outlined for an Assistant Headteacher in the School Teachers' Pay and Conditions document. The post holder is expected to comply with all relevant policies, procedures, and guidelines, including those relating to Equal Opportunities, Health and Safety, and the Confidentiality of Information.

Job Description: Assistant Headteacher

Main Purposes of the Job

Support the strategic direction and development of Saxon Mount and the Academy Trust under the guidance of the Executive Headteacher and Headteacher.

Lead the development of teaching, learning, and assessment to ensure outstanding progress and achievement for all pupils.

Play a key role in the day-to-day management of the school.

Foster staff commitment to the school's vision, ethos, and policies, promoting high levels of achievement.

Leadership and Management

Collaborate with the Headteacher, Executive Head, Senior Leadership Team, and governors to create and implement the school strategic plan, taking responsibility for delegated aspects.

Lead and support staff in achieving school priorities and targets, monitoring progress related to additional needs and whole-school objectives.

Promote a positive teaching and learning environment, supporting good teaching, effective learning, and high standards.

Evaluate the effectiveness of school policies and developments, analysing their impact.

Present accurate accounts of school performance to various audiences, including the LA, Governors, the local community, and Ofsted.

Lead by example, modelling good practice and providing inspiration and motivation.

Create a shared culture and positive climate within the school and Trust.

Staff Development and Performance Management

Lead, manage, and support staff to perform their roles to the highest standard, including providing performance management.

Drive strategic developments in teaching, learning, and assessment, including curriculum monitoring and progress tracking.

Teach and, if necessary, coordinate at least one National Curriculum subject area.

Curriculum and Assessment

Ensure the Key Stage 3, Key Stage 4, and high needs curriculum meet the needs of our pupils, offering variety and challenge.

Lead and manage KS4 Vocational qualifications, ensuring they contribute to the KS4 Progress 8 score where possible.

Ensure baseline testing is accurate to build effective and reliable data.

Monitor the development of Schemes of Work (SoW), ensuring information shared with parents and on the school website is accurate.

Lead on curriculum and assessment, ensuring effective staff training.

Monitor behaviour and attendance, leading whole-school development and staff CPD to support positive behaviour and high attendance.

Coordinate and chair Education, Health, and Care Plan meetings and other significant pupil-related meetings.

Ensure academic targets are set, monitored, and reviewed regularly.

Resource and Staff Deployment

Support the effective deployment of staff and resources to provide the best possible service to pupils.

Manage staff absence policies and ensure effective cover arrangements.

Lead communication within the school, including staff meetings, briefings, and timetables.

Assist in the selection and appointment of staff, ensuring appointees align with the school's aims.

Manage and organize accommodation and site needs to meet curriculum and health and safety regulations.

Advise on expenditure priorities and ensure effective administration and control.

Partnerships and Community Engagement

Create and maintain effective partnerships with parents/carers to support pupil achievement and development.

Coordinate in-school interventions and extended services, liaising with SLT, staff, pupils, parents, and external agencies.

Deputise for the Headteacher as required.

Safeguarding and Welfare

Act as Deputy Safeguarding Lead, promoting and safeguarding the health and welfare of all within the school through effective partnership with the Senior Leadership Team and communication with the Executive Headteacher and Headteacher.

Ensure effective liaison with the local authority and other agencies to promptly and effectively address child protection concerns.

Implement and adhere to safeguarding policies and procedures, including staff induction.

Enable staff and volunteers to raise concerns about poor or unsafe practices, ensuring these are handled sensitively and effectively.

Accountability

Be accountable to the Headteacher for the efficiency and effectiveness of the school in areas related to the post.

Provide information, objective advice, and support to the Executive Headteacher and Headteacher to secure effective teaching, learning, and improved standards of achievement.

Support the development of the school's SEF and SDP, reporting regularly to the Executive Headteacher and Headteacher.

Think creatively to anticipate and solve problems, identifying opportunities.

Undertake specific tasks related to the administration and organization of the school as requested by the Headteacher.

Take on additional responsibilities as needed.

Engage in training opportunities to enhance professional effectiveness.

Systems Knowledge

Expand the school's knowledge of key systems, improving the usage of SIMS and reducing reliance on individuals.

Person Specification for Assistant Headteacher

Essential Criteria

Knowledge and Experience

- Qualified teacher status.
- Significant participation in ongoing CPD.
- Extensive experience working with pupils with special educational needs, including ASD, within the last three years.
- Knowledge and understanding of current educational provision in mainstream schools.
- Understanding of recent educational developments, including the revised secondary curriculum and changes to assessment and accreditation.
- Leadership experience in at least one curriculum area within the last three years.
- Recent experience in leading or managing staff within a school.

Skills and Qualities

- High level of personal and interpersonal teaching skills.
- Ability to work collaboratively with the school leadership team.
- Skill in organising and managing classes for effective learning.
- Success in promoting pupil progress and well-being.
- Understanding of staff management and school leadership.
- Ability to work effectively with parents, carers, and stakeholders.
- Effective target-setting to promote pupil progress.
- Evidence of effective curriculum development and planning.
- Practical philosophy of managing children with special needs.
- Ability to prioritize, plan, and manage time effectively.
- Skill in dealing sensitively with people and resolving conflicts.
- Competent use of ICT in teaching and management.
- Strong oral and written communication skills.
- Consistently high standard of teaching

Personal Qualities

- Ability to recognise and manage personal pressures within the work environment.
- Commitment to equal opportunities and the school's aims and objectives.
- Regular attendance and punctuality in previous employment.
- Sense of humour and perspective.
- Excellent attendance record.
- Enthusiasm and capacity for hard work.
- Creativity and innovation.
- Excellent time management.

Desirable Criteria

- Higher-level professional qualification in special needs or education.
- Up-to-date DSL training or willingness to undertake it at the earliest opportunity.
- Previous senior leadership experience, not necessarily within a school.
- Understanding of recent educational developments and their impact on special schools and communities.
- Experience or understanding of leading CPD within a school setting.
- Teaching experience in a variety of schools.
- Experience with outreach work and supporting mainstream schools.
- Knowledge of performance management issues.
- Ability to analyse data effectively using IT.