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| Job title: | Assistant Headteacher |
| Reporting to: | Headteacher |
| Salary | L11-15 |
| Core purpose: | To provide leadership of Safeguarding and Personal development and oversight of the work of the Sixth Form.To carry out the duties of a Teacher in accordance with the School Teachers’ Pay and Conditions Document and other relevant statutory provisions. To work towards and promote the vision and the aims outlined in the School / Academy Improvement Plan. |

Corporate Responsibilities:

* To ensure that the responsibilities of the role are carried out in a way that reflects the vision and values of the Trust.
* To be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person.
* To contribute to a culture of continuous improvement.
* To comply with all reasonable management requests.

Expectations of all teachers:

* Teachers within the Two Counties Trust ensure that the education of students is their first concern and are accountable for maintaining high standards of professional conduct.
* Set high expectations which inspire, motivate and challenge students to fulfil their potential.
* Demonstrate consistently high standards of personal and professional conduct.
* Ensure that students are offered engaging and high-quality learning opportunities.
* Facilitate, support and monitor the progress and development of students.
* Demonstrate good, current subject and curriculum knowledge.
* Plan and teach well-structured lessons.
* Adapt teaching to respond to the strengths and needs of all students.
* Make accurate and productive use of assessment.
* Treat students with dignity, building relationships which are rooted in mutual respect, observing proper boundaries as appropriate to their professional role.
* Have regard for the need to safeguard students’ well-being, in accordance with statutory provisions.
* Show tolerance of and respect for others.
* Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
* Manage behaviour effectively in order to maintain a good and safe learning environment.
* Actively engage with performance improvement and undertake professional development activities to enhance self and job performance.

Teaching & Learning responsibilities:

* Plan, teach and evaluate lessons, ensuring that the learning experience for all students is well matched to their educational needs.
* Create a stimulating environment for teaching and learning using a variety of methods which are appropriate to students’ learning styles and the varying demands of curriculum.
* Deliver a high-quality learning experience that meets internal and external quality standards.
* Assess, record and report on the attendance, progress, development and attainment of students.
* Provide set targets for students and provide feedback, ensuring students know how best to improve, maintaining accurate and relevant records as required.
* Maintain a positive, conducive and safe learning environment, being aware of and responding to any health and safety issues.
* Encourage high standards in punctuality and presentation of work.
* Set high expectations for students’ behaviour and maintain a good standard of discipline through well focused teaching, fostering positive relationships and implementing the behaviour policy.
* Use ICT appropriately and creatively to support effective learning.
* Consistently apply and support the development of policies which enable effective learning and inclusion.

Working with others:

* Form professional and co-operative working relationships with colleagues.
* Share knowledge and expertise concerning the content, teaching strategies and learning activities that represent good practice in the relevant curriculum area(s).
* Support colleagues in the formulation of appropriate methods of assessment and recording for their curriculum area.
* Trial materials, strategies and interventions related to the subject and sharing these, and their outcomes, with colleagues in staff meetings.
* Work with parents and carers as partners in order to raise standards and achievement.

Assistant Headteachers hold a crucial leadership position within the organisational structure of the school and in this role they work as part of the School Leadership Team to ensure effective learning takes place in an ordered and structured environment.

The Leadership Team collectively has the following key functions:

* To provide leadership and direction for the school in line with the school vision so that the highest possible standard of educational provision is achieved in an atmosphere of high expectations and respectful relationships.
* To promote a climate of continuous improvement and initiative in all areas of the school.
* To ensure that students’ well-being and achievement is at the heart of decision-making.
* To monitor and evaluate all aspects of the school.
* To formulate policy and involve staff in planning and decision-making.
* To respond to local and national initiatives.
* To develop with students and staff a positive climate for learning.
* To develop effective teams that are able to work together to achieve common aims.
* To lead by example in terms of expectations, discipline and support for colleagues.
* To share the day-to-day issues of school management, including student management, contact with parents and other agencies.
* To ensure effective communication with staff and be responsive to staff concerns.
* To work with Curriculum Areas and Progress Managers to raise standards through monitoring and evaluation including lesson observations and the setting of appropriate targets for improvement.
* To lead aspects of the appraisal cycle of staff within the school as outlined in the school policy.
* To support Curriculum Area Leads (CALs) in devising and implementing appropriate strategies for improving the quality of teaching and learning.
* To take school detentions and assemblies as required.
* To provide a proactive visible presence around the school at breaks and lunchtimes.
* To carry out specific tasks and projects as required from time-to-time as a result of school or MAT initiatives.

Senior/Deputy Designated Safeguarding Lead

* To work with the Deputy/Senior DSL in achieving the following aims.
* To coordinate safeguarding referrals to local authorities and to keep the Headteacher informed of ongoing issues and enquiries.
* To act as a source of support and expertise other staff.
* To lead appropriate training for staff.
* To ensure accurate record-keeping of safeguarding issues and sharing of information as appropriate with colleagues and external agencies.
* To remain aware of the needs of children, particularly vulnerable children and those with SEND.
* To understand and work within assessment processes for providing appropriate support for young people and families.
* To oversee and lead the implementation of the school’s Child Protection policy.
* To maintain regular contact with the local authority’s provision for safeguarding.
* To be the first point of contact for anyone with safeguarding concerns.

Personal Development

* To lead the school’s work in developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.
* To lead the school’s work in developing and deepening students’ understanding of British values and equality of opportunity,
* To promote the school’s inclusive environment that meets the needs of all students.
* To promote the development of students’ character.
* To developing students’ ability to keep themselves healthy, physically, mentally and online.
* To lead the school’s RSE programme.
* To lead the school’s careers programme, including meeting the Gatsby benchmarks, and support students’ readiness for the next phase of education, training or employment.
* To lead provision for students’ Spiritual, Moral, Social and Cultural (SMSC) education.

Sixth Form

* To work with the relevant Progress Manager and other staff in achieving the following aims.
* To lead a Post-16 curriculum offer that is ambitious, meets the needs of local and regional training priorities and prepares students for their next steps.
* To ensure that, where students have individual needs, these are met, so that all students can successfully access the curriculum.
* To support teachers in their knowledge of specification and assessment requirements and to coordinate and lead CPD as appropriate.
* To contribute to the cycle of Quality Assurance and improvement planning, so that the quality of teaching experienced by all Sixth Form students is consistently high.
* To lead a culture of achievement across the Sixth Form, where expectations are high and achievement is celebrated.
* To develop positive habits in students of consistent attendance and punctuality and positive attitudes to learning.
* To prepare students effectively for examinations.
* To ensure that students are ready for their next steps in education, employment or training.
* To offer high-quality, up-to-date careers provision, which meets the Gatsby benchmarks.

General Responsibilities:

* To be a presence around school and undertake duties as directed
* To keep up-to-date with all national educational developments related to this post and developing links with other colleagues, schools, bodies, agencies as appropriate to create a network of contacts and support to enhance the role

Notes:

This document is an overview of the role. The responsibilities will include but will not be limited to those listed above and it is anticipated that the role will evolve over time and as such the duties may change.

This document does not form part of the contract of employment.

This post will have contact with children and as such a satisfactory disclosure from the Disclosure and Barring Service (DBS) is required as a condition of employment.

Core Values:

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| Respect for individuals**:** | We work together to create a culture based on trust, respect and dignity. |
| Integrity: | We are open, honest and direct in our dealings. |
| Collaboration: | We know that there is strength in working together, communicating, sharing ideas and best practice and finding more efficient and effective ways to deliver our objectives. |
| Continual improvement: | We are a learning organisation that strives always to ‘make our best better’. |
| Accountability**:** | We hold ourselves accountable and take ownership. |

PERSON SPECIFICATION

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| --- | --- | --- | --- |
| Role: Assistant Headteacher | E/D | A | I |
| Qualifications and Training |
| 1 | Good honours degree and PGCE | E | ✓ |  |
| 2 | An additional professional qualification or Master’s | D | ✓ |  |
| 3 | Evidence of continuing professional development. | E | ✓ |  |
| Experience |
| 4 | Relevant middle/senior leadership experience in secondary education, either through a training programme or current post. | E | ✓ | ✓ |
| 5 | Experience of dealing with escalated safeguarding concerns within a school context | E | ✓ | ✓ |
| 6 | Experience of leading aspects of young people’s Personal Development within a school context | E | ✓ | ✓ |
| 7 | Experience of leading aspects of Post-16 provision | D | ✓ | ✓ |
| 8 | Experience of Careers education, advice, information and guidance and how this can be used to provide opportunities and promote aspiration. | D | ✓ | ✓ |
| 9 | Outstanding practice as a teacher and the ability to add value to students’ learning and achievement. | E | ✓ | ✓ |
| 10 | Experience of change management: how to lead and manage change, with evidenced impact. | E | ✓ | ✓ |
| Knowledge and understanding |
| 11 | The barriers many young people face to their own learning and personal development, and how effective provision can support their progress and development. | E | ✓ | ✓ |
| 12 | The law, regulatory framework and local structures for the leadership of safeguarding and child protection | E | ✓ | ✓ |
| 13 | What constitutes British values, how these can be effectively developed and schools statutory duties to combat extremism. | E | ✓ | ✓ |
| 14 | Statutory requirements around Relationships and Sex Education (RSE) and PSHE provision. | E | ✓ | ✓ |
| 15 | The Gatsby benchmarks of effective Careers provision | D | ✓ | ✓ |
| 16 | The local and national landscape for Post-16 education and a thorough understanding of best practice in this area. | D | ✓ | ✓ |
| Skills and abilities |
| 17 | Vision and the ability to be strategic – to stand back, see the totality of the picture, spot/be responsive to trends, plan, communicate, influence others and win their support and commitment. | E | ✓ | ✓ |
| 18 | The ability to communicate well and persuasively with a range of audiences, staff, parents, students, external agencies. | E | ✓ | ✓ |
| 19 | Highly-developed organisational skills; the ability to absorb and analyse detailed and sometimes conflicting information/data, and make sense of it. The ability to plan and to create and evaluate effective systems. | E | ✓ | ✓ |
| 20 | The ability to lead, inspire, manage and hold to account high performing teams | E | ✓ | ✓ |
| Personal attributes |
| 21 | Unconditional positive regard, empathy and high expectations for young people. | E |  | ✓ |
| 22 | Cheerful and positive outlook, even (and especially) in adversity. | E |  | ✓ |
| 23 | Personal resilience and the ability to self-manage and shoulder a significant weight of responsibility. | E |  | ✓ |
| 24 | Reflective and questioning – focused on improvement. | E |  | ✓ |
| 25 | Evidence-based and solution-focused. | E |  | ✓ |
| 26 | Resourceful and creative. | E |  | ✓ |
| 27 | Credibility and presence with the full range of stakeholders. | E |  | ✓ |
| Other |
| 28 | Displays commitment to the protection and safeguarding of children and young people. | E | ✓ | ✓ |
| 29 | Senior Leadership posts require a significant commitment beyond the school day, and outside of term time. | E | ✓ | ✓ |
| Key: ✓ |
| E | Essential  |
| D | Desirable |
| A | Assessed by Application Form  |
| I | Assessed by Interview |
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Date: March 2021