

JOB DESCRIPTION

ASSISTANT HEADTEACHER - PERSONAL DEVELOPMENT: CHARACTER EDUCATION

Grade: L12 TO L16

Accountable to: Deputy Headteacher - Personal Development, Behaviour & Attitudes

Main Purpose of Role:

1) Whole School Responsibility:

- Supporting the Headteacher and Governors to ensure a culture of high expectations is consistently applied across the school to secure outstanding outcomes for all at Chase High.
- Accountable for the development of outstanding personal development provision.
- To lead on LORIC to ensure the effective character development of our pupils.
- To lead on the development of SMSC.
- To ensure that the school is providing an effective careers service for pupils.
- To line manage Subject Leader(s) and provide the challenge and support required to significantly improve the quality of education.

Accountabilities	Roles and responsibilities
General Leadership	<ol style="list-style-type: none"> 1. To be fully committed to delivering the vision, values and priorities of Chase High in terms of supporting the development of a high performing, outstanding school. 2. To encourage a culture of high expectations and an ethos of challenge and support where all pupils can achieve success and become fully engaged in their learning. 3. To make a significant contribution to the school's strategic development in order to deliver our shared vision, and ensure that we achieve ambitious outcomes for all pupils. 4. To liaise, collaborate and cooperate with the DET Trust Development Lead and ensure Trust strategies, policies and practices are consistently applied at Chase High. 5. To be prepared to work across the Trust and support other schools in DET.
Outstanding Personal Development	<ol style="list-style-type: none"> 6. Alongside the DHT, build an approach to ensure all pupils are not only fully prepared for the next stage of their learning, but also prepared to lead highly successful adult lives. 7. To ensure that there is a clear plan for personal development that is effectively delivered and implemented across the school that includes: <ul style="list-style-type: none"> - understanding fundamental British values; - developing pupils' character in order to give them the qualities they need to flourish in our society; - supporting pupils to become responsible, respectful and active citizens; - enabling pupils to recognise online and offline risks to their well-being; - developing an understanding so that pupils know how to keep themselves socially, physically and mentally healthy; 8. to ensure that the school is meeting the statutory responsibilities for Sex and Relationships Education. 9. To be responsible for monitoring and evaluating the effectiveness of the personal development programme at Chase High and provide termly reports to SLT on the effectiveness and impact of personal development provision.

Accountabilities	Roles and responsibilities
Outstanding Character Development	10. To lead the LORIC initiative across the school, ensuring that it is an integral part of Chase High's curriculum offer. 11. To lead the LORIC team ensuring that there is a clear strategy for developing the LORIC attributes with clear success criteria, KPIs and milestones. 12. To ensure that LORIC strategies are having impact, so that milestones and KPIs are met or exceeded. 13. To ensure that all members of the school community, especially pupils and parents/carers understand LORIC and why it is important to each pupil's personal development. 14. To build LORIC into the school's rewards strategy so that LORIC achievements are recognised and celebrated. 15. To lead the Junior Leadership Team to ensure pupils have a voice at Chase High. 16. To monitor the impact of the LORIC initiative and report the outcomes regularly to SLT.
Outstanding extracurricular provision	17. Responsible for mapping and timetabling the school's extra curricular provision. 18. Ensuring that the school provides an extensive broad and balanced extra-curricular programme that helps with pupils' personal development to include Duke of Edinburgh Awards, sports, performing arts, STEM, etc. 19. To develop strategies to ensure good participation levels across the school, especially disadvantaged pupils. 20. To track and monitor participation in extra curricular provision, especially for disadvantaged pupils. 21. To prepare termly analytical reports for SLT identifying participation rates across the school and by groups.
Outstanding careers provision	22. Accountable for developing the school's IAG/Careers strategy, to ensure high quality support for pupils at key points in their learning journey. 23. To ensure high aspirations of our pupils by building the IAG opportunities into the curriculum. 24. To track the progression routes of Chase High pupils at the end of KS4/5 and provides reports to SLT. To use this data to help develop an impactful careers strategy. 25. Line managing the careers officer to ensure that he/she receives the support necessary to fulfil their duties successfully 26. To provide SLT with regular reports on the impact of the careers strategy.
Outstanding SMSC development	27. Responsible for leading the school's SMSC and British Values strategies: <ul style="list-style-type: none"> - Mapping SMSC provision across the curriculum - Ensuring that key messages about BV are build into our teaching, learning and communication with pupils - Ensuring that SMSC and British Values are promoted and developed through assemblies and form time. 28. To lead the school's assembly programme to ensure that major local, national and international events are celebrated and/or recognised e.g. Black History Month, Holocaust Remembrance, etc. 29. To engage external bodies and organisations to provide input to assemblies and workshops to support SMSC development.
Effective line management of Subject Leaders	30. To hold Subject Leader(s) and other staff to account for the quality of education in their respective subject area(s) – intent, implementation and impact. 31. To provide rigorous performance management for identified Subject Leaders. 32. To provide challenge and support to Subject Leaders by setting high expectations and embedding ambition resulting in high quality of education. 33. To ensure that these subject(s) are rigorously tracking and monitoring pupil progress and intervention/action is taken where underachievement is identified. 34. Ensure that assessment and moderation processes are fully embedded in line with the school's assessment policy so that assessment data is accurate and reliable. 35. To regularly monitor and evaluate the quality of education (in liaison with the respective Subject Leader) to identify strengths and areas for improvement. Where weak teaching exists, support and other action is taken to rectify the situation. 36. To develop the leadership skills of Subject Leader(s) so that there is highly consistent and high quality leadership of learning across the whole school.

PERSON SPECIFICATION – ASSISTANT HEADTEACHER

Key Areas	Criteria
Job related education & qualifications	<ul style="list-style-type: none"> • Degree • Qualified teacher status • Evidence of CPD relevant to the post • Evidence of further CPD related to leadership would be an advantage
Experience	<ul style="list-style-type: none"> • Substantial evidence of working as either, an experienced middle leader or member of the SLT in a secondary school which has introduced significant improvements. • Proven experience of successfully leading strategic development and change management, leading to improved standards of achievement. • Can provide a track record as a successful classroom practitioner across the secondary school age and ability range, consistently achieving good or better judgements for lesson observations. • Proven experience of successful line management and the ability to provide challenge and support resulting in improved outcomes for pupils. • Proven experience of detailed data analysis and the ability to present your analysis to a variety of audiences. • Proven experience of leading self-evaluation processes to identify strengths and weaknesses.
Leadership & management	<ul style="list-style-type: none"> • Is able to create and communicate a vision and implement rapid change. • Has high expectations, sets and delivers high standards and commands credibility through expertise. • Leads by example and is a role model for staff, pupils and the wider community. • Has successfully led and managed teams of people and achieved high quality outcomes by holding them to account for the quality of provision. • Is able to delegate effectively. • Is able to communicate effectively across a wide range of audiences.
Knowledge & understanding	<ul style="list-style-type: none"> • Knowledge of the key educational issues and initiatives facing the school over the next three years. • Knowledge of how to use, collect and analyse qualitative and quantitative data in order to identify strengths and areas for development. • Knowledge of how to monitor the performance of staff, hold them to account and deal with underperformance.
Skills & abilities	<ul style="list-style-type: none"> • Implementing change: Able to translate the school vision and aims into clear actions by establishing priorities, strategies and milestones in a logical way. • Creativity and innovation: To be able to find creative and innovative solutions to complex problems that ensure the school continues to improve and raise standards. • Monitoring and Evaluation: To be able to effectively monitor and evaluate provision and the impact of strategies and initiatives. • Leading people: Lead and motivate others to continually improve performance. To be approachable, supportive, and demonstrates integrity, fairness, and high personal and professional standards. Develop strong team commitment from others to achieve Chase High's vision and values.
Equalities & Safeguarding	<ul style="list-style-type: none"> • A genuine commitment to inclusion and equal opportunities and a vision that combines inclusion with whole Trust improvement. • Must have a passion for generating a school where every pupil achieves to the best of their ability and is resolute in challenging barriers to a pupil's success • Demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with pupils.