

CHASE HIGH SCHOOL



JOB DESCRIPTION

ASSISTANT HEADTEACHER - TEACHING & LEARNING: EXCELLENCE

Grade: L12 TO L16

Accountable to: Deputy Headteacher - Quality of Education

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.
- To lead the development of high-quality pedagogy across the school to significantly improve the quality of learning and teaching.
- To lead on researching best practice in pedagogy to inform evidence based practice at Chase High.
- To line manage the Lead Practitioners in the delivery of CPD, and the support for teachers.
- To lead the provision of high quality CPD for all staff across the school, to secure good value for money.
- To lead the process of staff induction for all new teachers.
- To lead the strategy for supporting trainee teachers and NQTs to ensure that they meet the required standards.
- To lead Chase High's strategy on marking, assessment and feedback to ensure high quality provision.
- To line manage Subject Leader(s) and provide the challenge and support required to significantly raise standards of achievement.

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 CPD	<ol style="list-style-type: none">6. To ensure high expectations for the quality of teaching at CHS.7. Lead and manage the development of a CPD programme to support the improvement in performance and raise the standards across the whole school.8. To ensure that the CPD programme is able to meet the needs of both individual staff and whole school priorities, by ensuring that is an integral part of the appraisal and school improvement planning processes.9. To develop a culture of research and evidence-based practice amongst all teachers.10. Lead the team of Lead Practitioners to ensure the sharing of best practice across the whole school and establish a high-quality coaching programme to move all teaching to good or better.11. To be the account holder for the CPD budget.

	<p>12. To lead the development of policies and procedures relating to assessment, learning and teaching and CPD ensuring high levels of consistency across the school.</p> <p>13. To ensure that support is provided for teachers who are not yet good, and evaluate the impact of the support provided.</p> <p>14. To take responsibility for writing and analysing the impact of CPD provision and reporting this to SLT.</p>
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Accountabilities	Roles and responsibilities
High quality staff induction	<p>15. To develop an induction programme for all new teaching staff joining Chase High.</p> <p>16. To ensure that all new staff are inducted successfully into the school so that they are aware of Chase High's ethos, values, vision and high expectations.</p> <p>17. To allocate a member of staff to support new inductees and monitor the support provided to ensure a smooth induction.</p> <p>18. To survey new staff to assess the quality of induction, and use this to refine the programme to ensure high quality support is provided.</p>
Outstanding provision for NQTs and Trainees	<p>19. To lead and develop a high-quality programme for NQTs and trainee teachers so that they are able to meet the required standards.</p> <p>20. To ensure that NQTs and trainees are given the expected support and guidance by their subject area.</p> <p>21. To monitor the progress of NQTs and trainee teachers against the standards. To ensure that additional support is provided as required.</p> <p>22. To be the main point of contact for training providers.</p> <p>23. To survey NQTs and trainees in order to assess the quality of provision and modify the programme accordingly to ensure continuous improvement.</p> <p>24. To provide SLT with termly reports on the progress of NQTs and trainees.</p>
High quality marking and feedback	<p>25. To lead the school's marking and feedback policy, to ensure high quality feedback is provided for all pupils, so that they understand where they are and what they need to do in order to improve and make progress.</p> <p>26. To ensure that there is a high quality of work in books where pupils are proud of their work and there is clear evidence of good quality learning over time.</p> <p>27. To provide SLT with termly reports on the quality of marking and the quality of work in books.</p>
Excellent staff well-being	<p>28. To lead on staff well-being at Chase High.</p> <p>29. To survey staff on a termly basis to ascertain their views around well-being.</p> <p>30. In liaison with the Headteacher, to develop strategies to address any issues raised in the well-being surveys.</p> <p>31. To monitor the impact of staff well-being strategies and report these to SLT twice per year.</p>
Effective line management of Subject Leaders	<p>32. 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.</p> <p>33. To provide rigorous performance management for identified Subject Leaders.</p> <p>34. To provide challenge and support to Subject Leaders by setting high expectations and embedding ambition resulting in high quality of education.</p> <p>35. To ensure that these subject(s) are rigorously tracking and monitoring pupil progress and intervention/action is taken where underachievement is identified.</p> <p>36. 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.</p> <p>37. 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.</p> <p>38. 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.</p>

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.