**Job Description for Assistant Headteacher**

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| **Job Title** | **Assistant Headteacher and Curriculum Lead** |
| **Salary / Grade** | **L1-L6** |
| **Core Purpose** | **To support the Headteacher in providing professional and exceptional leadership at Salterforth Primary school to achieve the very best outcomes for pupils. This role includes key responsibilities for leading and developing EYFS and KS1 along with other areas of responsibility to be determined. The assistant headteacher will have a teaching commitment of 0.8 and with 0.2 PPA and management release to work on curriculum matters.**   * To be inspirational, an outstanding role model and relentless in the pursuit of excellence. * To communicate the school’s vision and values compellingly and support the headteacher’s strategic leadership. * To work with autonomy to lead and inspire others with the shared aim of being the very best we can be. * To be an outstanding teacher responsible for producing excellent outcomes of the pupils you teach. You will have responsibility for your own class. * To set very high standards and expectations for the personal development, well-being and safety of all pupils and staff. * To work as a member of the Senior Leadership Team to offer guidance, supervision and challenge to all professionals including teaching and non-teaching personnel. This includes supply staff. * To play a significant role, under the direction of the Headteacher, in formulating the aims and objectives of school and ensuring their successful implementation. * To assist with the leadership and management of all the staff and the general organisation of the school. * To undertake responsibilities arising from the Headteacher’s professional duties which have been reasonably delegated to the Assistant Headteacher. * To help secure the commitment of parents and the wider community by contributing to, and supporting, school events and extra-curricular activities. |
| **General Duties and responsibilities** | **School culture and behaviour**  Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:   * Create a culture where pupils experience a positive and enriching school life, underpinned by our shared values * Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life * Ensure a culture of staff professionalism * Encourage high standards of behaviour from pupils, built on expectations and routines that are understood by staff and pupils and clearly demonstrated by all adults in school * Use consistent and fair approaches to manage behaviour, in line with the school’s behaviour policy   **Teaching, curriculum and assessment**  Under the direction of the headteacher, the assistant headteacher will:   * Establish and sustain high-quality teaching across subjects and Key Stages by creating 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 * Ensure high quality teaching of the school’s engaging and enriching curriculum * Establish curriculum leadership, including that of subject leaders with relevant expertise – signposting access to professional networks and communities * Use valid, reliable and proportionate approaches to assessing pupils’ knowledge and understanding of the curriculum * Ensure the use of evidence-informed approaches to teaching and learning   **Additional and special educational needs and disabilities (SEND)**  Under the direction of the headteacher, the assistant headteacher will:   * Promote a culture and practices that allow all pupils to access the curriculum * Have ambitious expectations for all pupils with SEN and disabilities * Make sure the school works in partnership with parents, carers and professionals to identify additional needs, and provide support and adaptation where appropriate * Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)     **Organisational management and school improvement**  Under the direction of the headteacher, the assistant headteacher will:   * Establish and oversee systems, processes and policies so the school can operate effectively and efficiently * Ensure staff and pupils’ safety and welfare through effective approaches to safeguarding, as part of duty of care * Ensure rigorous approaches to identifying, managing and mitigating risk * Ensure effective use of budgets and resources * Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are aspirational, dynamic and suited to the school’s context * Make sure these school improvement strategies are effectively implemented   **Staff management and professional development**  Under the direction of the headteacher, the assistant headteacher will:   * Set high expectations for all pupils and inspire and motivate staff and pupils to reach and maintain high standards * Performance manage staff in partnership with other leaders on the SLT, including carrying out appraisals and holding staff to account for their performance * Manage staff well-being with due attention to workload * Ensure staff have access to appropriate, high-standard professional development opportunities and use these opportunities to inform their own and others’ practice * Keep up to date with developments in education * Have the motivation and autonomy to seek training and continuing professional development opportunities to meet their own needs. To use these opportunities as a relentless drive for whole school improvement   **Governance, accountability and working in partnership**  Under the direction of the headteacher, the assistant headteacher will:   * Work with the governing board as appropriate * Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties * Work successfully with other schools and organisations * Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils * Work in partnership with parents and the community, keeping them informed and involved in pupils’ learning |
| **Key Areas of Responsibility** | |
| **Key Stage Lead** | The Assistant Head will lead EYFS and KS1 and will be responsible for providing leadership and management of the school’s curriculum in that department and have oversight of the impact of the curriculum across the school. They will be a model of effective teaching, delivering high-quality teaching and effective use of resources.  As a key stage lead, they will contribute to whole-school self-evaluation and school improvement planning, and be responsible for mentoring and developing staff within the key stage. They will offer guidance and support to key stage teaching staff, modelling best practices and demonstrating up-to-date knowledge of current theory and practice.  They will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD, including planning and teaching lessons, assessing pupils’ progress, and managing behaviour effectively.  **Duties include (but are not limited to):**   * Lead by example, support, motivate and direct all staff working within the key stage * Co-ordinate / monitor the deployment of support staff and other adults in the key stage to ensure their effective contribution to pupils learning * Establish good relationships, encourage good working practices and support and lead teachers in the key stage * Lead key stage self-evaluation and provide constructive and developmental feedback to Staff * Observe teaching, provide evaluative feedback and analyse data to support staff development * Ensure regular, effective monitoring of the key stage is undertaken and identifies strengths and areas for improvement * Lead, develop and enhance the teaching practice of others * Co-ordinate and support professional development for Staff * Monitor and promote high standards of pupil behaviour across the key stage * Continuously evaluate pupils’ progress, achievement and attainment data across the key. stage, and report to the SLT. Identify trends in pupil performance and issues for development * Promote high standards of pastoral care of pupils in school and promote the school’s values * Liaise closely with other key stage leads to ensure consistently high standards and expectations across the whole school * Support effective transition to the next phase of the child’s education * Lead staff meetings where appropriate and attend Senior Leadership meetings * Oversee all aspects of the key stage organisation and management in order to ensure that school policies and practices are being delivered consistently and effectively * Lead the delivery of some whole school assemblies * Provide the Governing body with key stage updates (as appropriate) |
| **Curriculum Lead** | **To take shared responsibility for curriculum development across the school. This will include leading, managing and inspiring an existing staff to achieve exemplary practice across school**  **Duties include (but are not limited to):**   * Undertaking training in curriculum developments and inspiring staff to adopt new practice, as and when appropriate * Lead staff meetings which relate to curriculum development * Acting as a source of support, advice and expertise for all staff * Acting as a point of contact with staff on pedagogy * Working with all subject leaders to inspire them in their leadership * Continuously hold staff to account for high expectations in teaching and learning across the school. * Working with the governing body to link governors to subject leaders * Reviewing the curriculum and teaching and learning policies - ensuring that they are relevant and fit for purpose. * Promote the wider curriculum and ensure that British Values, outdoor learning and moral and cultural development are a part of the curriculum design. * Ensure trips and visitors are planned in each phase to ensure that children know and remember more as well as enjoy their learning in a relevant and purposeful way. * Be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND) or who are disadvantaged, guiding and supporting staff to ensure that the curriculum is accessible to all learners * Ensure that the curriculum develops to represent the diversity represented within the school, Britain as a whole and that it plans to celebrate equality, equity and justice. * Ensure that the school’s values are represented and celebrated in the curriculum design and in the wider curriculum |