**Assistant Headteacher Job Description**

This appointment is subject to the current conditions of employment of assistant headteachers, contained in the School Teachers’ Pay and Conditions document (2024), other current educational and employment legislation, relevant Teacher Standards (2012) and National Standards of Excellence for Headteachers (2020).

**Job Title:** Assistant Headteacher

**Accountable to:** Headteacher

**Pay Scale:** L6-L11

**Main Purpose**

To work with the Headteacher and Senior Leadership Team in creating, inspiring and embodying the ethos and values of this special school, securing its Vision Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and students to achieve their highest potential.

**The Assistant Headteacher will work collaboratively with the Senior Leadership Team and the Headteacher to:**

* Be an active participant of the senior leadership team
* Assist the Headteacher in the strategic leadership and management of the school
* Assist the Headteacher in the day-to-day organisation and management of the school
* Support and/or represent the school at meetings as and when required
* Have a teaching commitment
* Lead on SEND: liaising with specialist teams and annual reviews as directed by the Headteacher
* Undertake such duties as are delegated by the Headteacher
* Play a major role under the overall direction of the Headteacher in formulating and reviewing the School Improvement Plan and the aims and objectives of the school by:
	+ Formulating the aims and objectives of the school
	+ Establishing the policies, systems and procedures through which they shall be achieved
	+ Monitoring and evaluating their implementation
	+ Leading and managing staff and resources to that end
	+ Monitoring progress towards their achievement.

**Main Tasks**

**The internal organisation,** **management and control of the school:**

To have specific responsibilities (e.g. for aspects of school management or the curriculum) to be confirmed upon appointment.

To contribute to:

* Maintaining and developing the ethos, values and overall purposes of the school
* Formulating the aims and objectives of the school and policies for their implementation
* The school improvement plan which will translate school aims and policies into actions
* Monitoring and evaluating the performance of the school
* The efficient organisation, management and supervision of school procedures and routines
* To assist in creating an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

**Curriculum Development**

To assist or lead when appropriate:

* The development, organisation and implementation of the school’s curriculum
* The writing and implementation of school wide policies
* Assessment, aspects of exams and accreditation and the development of these within school
* The teaching and learning provided by different key stages and teaching teams, ensuring a co-ordinated, coherent curriculum entitlement for individuals, classes and key stages
* Staff, in the design and development of formal and semi formal curriculums
* Ensuring that information on student progress is used to improve teaching and learning, to inform and motivate students, to close the attainment gap between pupil premium and other students, to communicate effectively with parents, to provide necessary references for other educational institutions and employers, and to support governors in their strategic management of the school
* Ensuring that each student experiences continuity in learning and makes effective progress in their achievement
* Coordination and monitoring of the effectiveness of planned interventions to improve student progress
* Promoting enrichment, careers development, work experience, and extra-curricular activities in line with the educational aims of the school
* Ensuring that the planning, approval, and management of educational visits, sports fixtures, and extra-curricular activities meet Evolve requirements
* On safeguarding matters, support the Designated Safeguarding Lead (DSL), and take a lead role in their absence.

**Student Care**

To contribute to:

* The development, organisation and implementation of the school’s policy for the personal and social development of students including pastoral care and guidance
* Promoting and ensuring high levels of student attendance
* Promoting trauma informed practice across school
* Supporting the implementation of Team Teach and ELSA
* Promoting the safeguarding and welfare of all students
* Supporting student’s emotional regulation in line with school’s team teach philosophy
* The effective induction and transition of students
* The determination of appropriate student groupings
* The development of culture of independent learning
* Developing effective relationships with fellow professionals, colleagues in other public services, parents/carers to improve academic and social outcomes for all students
* Ensuring liaison with the local authority to ensure legal timeframes are met in relation to annual review paperwork and amendments to Education Health and Care Plans
* Providing a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society
* Improving the physical and emotional wellbeing of students across school.

**The Management of Staff**

* To participate in the recruitment and deployment of teaching and non-teaching staff of the school
* To actively contribute to good management practice by ensuring positive staff participation, effective communication and procedures
* To participate in arrangements made in accordance with the regulations for the appraisal of the performance of staff (Teachers and TAs) in school, including ECTs
* To support with the line management of teachers and support staff throughout school
* The induction of new and newly qualified teachers and other staff/ volunteers into school
* The provision of professional advice and support and the identification of training needs
* To support students under training/work experience
* To demonstrate effective leadership, representation, and liaison both within the school and with external stakeholders, including individuals, organisations, and other relevant bodies
* To support the emotional wellbeing of staff across school
* To maintain good relationships with individuals, groups and staff unions and associations.

**The Management of Resources**

* To contribute to the formulation of the school’s policies and procedures concerning resource management
* To allocate, control and account for those financial and material resources of the school which are delegated by the headteacher
* To promote a whole school environment which stimulates learning and enhances the appearance of the school
* To maintain effective working relationships with external agencies and services contracted to the school and the Local Authority.

**Relationships**

* To provide guidance and assistance to the governing body in carrying out its responsibilities, including participating in meetings and preparing reports
* To be responsible for fostering positive relationships across the school community
* To promote and develop effective communications and links with parents and to provide positive responses to concerns and problems regarding their children’s education, health and wellbeing
* To assist in liaison with other educational establishments in order to promote the continuity of learning, progression of achievement and curriculum development
* To lead on inclusion opportunities both within school and the wider community
* To help to promote our school vision and values within school and the wider community
* To develop and maintain positive links and relationships with the community, local organisations and employers
* To promote a positive image of the school.

Create an outward-facing school which works with other schools, organisations and the local community– in a climate of mutual challenge – to champion best practice and secure excellent achievements for all students.

**Additional duties**

* Promote and safeguard the welfare of all students throughout school to ensure that a high standard of care for students is consistently maintained
* Lead on EHCP reviews
* Lead on student voice initiatives and parent and carer engagement
* Develop School to School support for both mainstream and special school colleagues
* Act as a role model for members of staff and students.

**Note:** In addition, other duties at no higher level of responsibility may be interchanged with/added to this list as required.

**The applicant will be required to safeguard and promote the welfare of children and young people. The assistant headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and to support the deputy headteacher/ headteacher in holding all staff and volunteers accountable for their contribution to the safeguarding regulations.**

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers’ Pay and Conditions Document

**Signed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_ **Assistant Headteacher**

**Signed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_ **Headteacher**

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| **Person Specification Form** |
| **Post title:** Assistant Head Teacher |
| **Directorate:** Children and Young People | **Leadership Scale: 6-11** |
| **Establishment or team:** Great Arley School |
| **Requirements****(based on the job description)** | **Essential (E)****or****desirable (D)** | **To be identified by: application form (AF),****interview (I),** |
|  |  |  |
| **Qualifications** |  |  |
| Qualified Teacher status  | E | AF |
| Evidence of recent leadership and management professional development – NPQSL/ NPQSENCO status or a commitment to undertake  | E | AF |
| Evidence of completing further study in an aspect of special educational needs Experience of the role ‘Designated Teacher’ or a commitment to undertake the appropriate training | DE | AFAF |
| **Experience** |  |  |
| Experience of teaching students with a range of learning needs across more than one key stage in a specialist unit or special school | D | AF I  |
| Experience as an effective leader | E | AF I  |
| Experience of successfully leading and managing staff and working as a team player  | E | AF I  |
| Experience of monitoring the performance of other teachersExperience of leading whole school curriculum development Experience of designing a curriculum to meet the needs of all learners within a subject or a key stage | EEE | AF IAF IAF I |
| Experience of leading and improving outcomes in relation to school improvement priorities Experience of successfully managing a curriculum budget Experience of leading statutory assessments, exams or accreditationExperience of leading annual review meetingsExperience of leading student-centred meetings and liaising with multi-disciplinary teams | EEDDD | AF IAF IAF IAF IAF I |
| **Knowledge,** **skills and abilities** |  |  |
| Track record of consistently outstanding classroom practice | E | AF I |
| Evidence of adapting the curriculum to meet the diverse range of studentsHave high expectations of all students and demonstrate challenge to ensure they reach their full potential | EE | AF IAF I |
| To be able to effectively use data, assessment and target setting to improve student outcomesTrack record of planning and delivery of a range of interventions across year groups for students who need additional support | EE | AF IAF I  |
| A proven ability to use information and communication technologies and understanding of AI and their application in management and education.  | E | AF I |
| To be a leader of learning demonstrating and encouraging outstanding classroom practice and ensuring this is being sustained | E | AF I |
| To work constructively in partnership with all stakeholders, establishing positive and effective collaborations with parents, governors, other schools, external agencies and the local communityTo monitor and promote the importance of excellent student attendance To demonstrate a commitment to broadening the range of opportunities available to students through careers/ work experience/ extra-curricular / residential activities. To be outward looking with the ability to develop an outstanding package of support to other schools in relation to SENDExcellent organisational skills with the ability to have a flexible approach To possess excellent listening, written, and oral communication skills, the ability to lead and chair meetings and forums, make presentations and to communicate effectively with students, parents, governors and staff Inspire challenge, motivate and empower teams and individuals to achieve ambitious goalsStamina and ability to maintain a work life balancePrioritise, plan and organise themselves and others Emotional awareness of self and others Be a positive role model at all times and demonstrate impact and presence  | EEEEEEEEEEE | AF IAF IAF IAF IAF IAF IAF IAF IAF IAF IAF I |
| **Other** (including specific requirements)Commitment to upholding and promoting the ethos and values of the schoolAbility to work under pressure and prioritise effectivelyCommitment to maintaining confidentiality at all timesCommitment to safeguarding and protecting the welfare of children and young people Commitment to equality and diversityCommitment to health and safetyExcellent attendance record in previous roles | EEEEEEE | IIIIIII |
| **Note: We will always consider your references before confirming a job offer in writing**. |