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| Job Title: | Assistant Head of School | Salary: | L8-12 |
| Responsible to: | Head of School | Responsible for: | Phase Leaders (as agreed) |
| Job purpose: | Working with the Head of School to provide leadership for the ALP which secures its success and continuous improvement, ensuring high quality education for all its pupils and the highest standards of learning and achievement in accordance with statutory requirements. | | |
| Accountability: | To be met in accordance with the provisions of the School Teachers' Pay and conditions document and within the range of teachers' duties set out in said document and the professional standards for teachers. | | |

Duties & responsibilities:

- Take the lead on**
 - Parental engagement and liaison
 - Lead a core curriculum area or Phase if required
- Work as directed by the Head of School to deliver effective provision for:**
 - Teaching, learning and assessment (including Early Years)
 - Continued professional development
 - Curriculum – design, implementation and execution and the impact this has on outcomes for pupils (including behaviour and personal development)
- Significantly contribute to:** Ofsted readiness and reporting upon the effectiveness of the school's provision to external partners/agencies (e.g. school improvement partner)
- Shaping the Future**
Working within the leadership team under the direction of the Executive Principal to deliver a shared vision, ethos and strategic plan that inspires and motivates all stakeholders and reflects the needs of the ALP and its community.
 - Translate the vision into clear objectives that promote and sustain school improvement.
 - Ensure that the ALP moves forward to the benefit of its pupils and their community.
 - Motivate and inspire stakeholders to create a strong, shared culture of learning within an inclusive environment.
 - Have an overview of how the school's effectiveness relates to the development and success of the ALP
- Leading Learning and Teaching -** Working under the direction of the Head of School to:
 - Set and maintain high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes.
 - Ensure an ALP-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
 - Establish creative, effective approaches to learning and teaching, responsive to the needs of the pupil community,
 - Ensure a culture that supports and facilitates pupil engagement in, and ownership of their own learning.
 - Monitor, evaluate and review classroom and assessment practice and promote improvement strategies, challenging underperformance and ensuring corrective action.
 - Implement strategies to secure high standards of teaching, learning, achievement, behaviour and attendance.
 - Some teaching commitment as directed by the Executive Principal
- Developing Self and Others -** Working with the Head of School to:
 - Build a collaborative learning culture within the ALP and actively engage with other schools to build effective learning communities and partnerships
 - Maintain effective strategies and procedures for the induction, professional development and performance review of identified staff.
 - Attend SIG meetings
 - Establish collaborative and open relationships with all stakeholders
 - Set high expectations for all and help address underperformance.
 - Act as a role model for the highest professional standards.
 - Regularly self-evaluate, set personal targets and take responsibility for own personal professional development.
 - Deliver performance management systems that ensure high quality education provision.

- Lead change in a strategic and participative manner.
- 7. **Managing the Organisation** - Working with the Executive Principal, Head of School and ALP Business Manager to:
 - As appropriate, ensure that the school and its resources are organised and managed to provide an efficient, effective and safe learning environment.
 - Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities with particular reference to identified sub-groups.
 - Assist in the production and implementation of clear, evidence based improvement plans and policies for the development of the ALP and its facilities
 - Recruit, retain and deploy staff appropriately.
 - Ensure that the range, quality and use of all available resource is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- 8. **Securing Accountability**
General:
 To assist the Head of School in creating and developing an organisation in which all staff accountabilities are clearly defined, understood and are subject to rigorous review and evaluation through Performance Management
 - Support the development of an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
 - Effective fulfilment of all roles and responsibilities outlined in this document
 To assist the Head of School in developing and presenting an accurate account of the school and ALP's performance to a range of audiences including governors, parents and carers, Children and Young People's Services and OFSTED.
Governors:
 Assist the Wellbeing Advocate to provide information, advice, support and regular updates to the Governing Body with particular reference to:
 - Personal development, behaviour and welfare including attendance
 - Sub groups including – Impact on outcomes of provision of Pupil Premium, and more able as well as the impact and outcome of funding for SEND and Early Years children in receipt of funding.
 - As appropriate - core curriculum area or Phase
 Assist the Head of School to provide information, advice and support to the Governing Body to enable them to meet their responsibilities for securing:
 - Effective teaching and learning
 - High standards of achievement
 - Efficiency and good value for money
 and enabling them to present full, clear and accurate accounts of school performance to a range of audiences including the Local Authority, OFSTED, the local community and others.
Parents:
 Liaise with the Wellbeing Advocate to ensure all parents are well informed regarding
 - Personal development, behaviour and welfare including attendance
 - Sub groups including – Impact on outcomes of provision of Pupil Premium, and more able as well as the impact and outcome of funding for SEND and Early Years children in receipt of funding.
 - Parent liaison
 To assist the Head of School in ensuring all parents are well informed about:
 - Curriculum attainment, achievement and progress
 - Realistic and challenging targets for improvement and to make a fully informed contribution to achieving them.
- 9. **Strengthening Community** - Working with the Head of School and Leadership Team to:
 - Co-operate and work with relevant agencies and partners to ensure the wellbeing of children.
 - Ensure learning experiences for pupils are linked and integrated with the wider community, locally, nationally and globally.
 - Build a culture and curriculum that takes account of the richness and diversity of the school's local and wider community.
 - Create and promote positive strategies for challenging all forms of prejudice and harassment.
 - Promote the concept of lifelong learning and family engagement with learning through partnership.
 - Manage effective relationships with all stakeholders and partners.
- 10. **Safeguarding and Promoting the Welfare of Children** - Working with the Head of School and Leadership Team to:
 - Ensure a safe and supportive culture in the ALP
 - Ensure the welfare of children is safeguarded and promoted in line with current best practice and LA advice.

- Identify key features of staff recruitment that help deter or prevent the appointment of unsuitable people.
- Develop and introduce policies and practices that minimise opportunities for abuse or ensure its prompt reporting.

Play a full part in the life of the ALP, promoting ALP schools positively within the local community and beyond

As a representative of the ALP, it is important that a positive, helpful and courteous approach is adopted with everyone with whom the post holder comes into contact. For the purposes of this aspect of the job, customers can be categorised as internal (e.g. governors, staff and pupils to whom the post holder is providing a service) and external (e.g. parents, visitors, suppliers, contractors, local residents etc.).

The ALP is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post holder is therefore under a duty to use the ALP’s procedures to report any concerns they may have regarding the safety or well-being of any child or young person.

The ALP will endeavour to make reasonable adjustments to this job description and to the working environment in order to enable access to employment opportunities for disabled job applicants and/or to enable continued employment for an employee who develops a disabling condition.

The duties in this job description are in addition to those covered by the latest School Teachers’ Pay and Conditions Document. The above may also include any duties that the Executive Principal /Head of School may reasonably ask of the post-holder including undertaking aspects of the professional duties of the Executive Principal or head of School, as required. Duties may be modified by the Executive Principal with agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

(Postholder)

Date

(Executive Principal)

Date

PERSON SPECIFICATION

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|---|--|---|--------------|
| Job Title: | | Assistant Head of School | |
| Essential: | | Desirable: | Assessed by: |
| Qualifications | | Qualifications | |
| Qualified Teacher Status | | Evidence of additional further professional qualifications | |
| First degree or equivalent | | | |
| Experience | | Experience | |
| At least 5 years successful teaching experience in the Primary age range | | Experience of working in a wider context than just an individual school | |
| Staff appraisal | | Effective collaboration with external agencies | |
| Leadership and management in a whole school context in the Primary age range | | | |
| Skills & Competencies | | Skills & Competencies | |
| Outstanding teaching ability | | | |
| Substantial knowledge and understanding of learning and teaching across the Primary age range | | | |
| Demonstrable evidence of ability to raise the standards of learning and teaching | | | |
| Knowledge and understanding of data analysis and the ability to use data to set targets for improvement | | | |
| Up to date knowledge & understanding of the current national education agenda | | | |
| Effective relationship-building through outstanding interpersonal skills | | | |
| Delegation and effective monitoring | | | |
| Other | | Other | |
| Capacity to influence others | | | |

Key to assessment methods; **(A)** application form, **(I)** interview, **(R)** references, **(T)** ability tests **(Q)** personality questionnaire **(G)** assessed group work, **(P)** presentation, **(O)** others