# Coppermill FINAL LOGOCoppermill Primary School

## JOB DESCRIPTION

|  |  |
| --- | --- |
| **POSITION:** | Interim Assistant Headteacher (Teaching, Learning and Assessment) |
| **GRADE:** | Casual/zero hour contract |
| **RESPONSIBLE TO:** | The Governing Board |
| **REPORTING TO:** | Headteacher |

**PURPOSE OF THE POST**

Starting from the week beginning 31st August 2020 to the week ending 18th December 2020 we will require an interim Assistant Headteacher to secure our leadership capacity whilst we look at securing a substantive post.

The days that you are required to work will be agreed on a weekly basis however we will require you to be available for work at least three days a week but due to the flexibility of the role this could change on a week by week basis.

**MAIN DUTIES AND RESPONSIBILITIES**

1. **Vision, values and strategies**
	* Maintain and develop the ethos and practices of the school in line with Coppermill’s vision, values and strategies.
	* Contribute to the strategic development of the school as part of the senior leadership team and establish the policies through which this shall be achieved.
	* Promote and support decisions/policies agreed by the senior leadership team, managing staff and resources to that end.
	* Support the headteacher in ensuring that change is implemented effectively and smoothly.
	* Promote creativity, innovation and the appropriate use of technologies to achieve excellence.

### Leadership and Management

* + Contribute to school Self-Evaluation Form (SEF) and the School Development Plan (SDP).
	+ To provide effective and appropriate professional support to the headteacher.
	+ Assist the headteacher within the structure of the Senior Leadership Team.
	+ Work in collaboration with senior and other leaders across the school to ensure a cohesive whole school approach to improvement priorities.
	+ Oversee middle leadership, ensuring that leaders effectively drive forward their subjects/areas in line with the school vision and values.
	+ Ensure that all responsibilities delegated by the headteacher and governing board are carried out.
	+ Work collaboratively with the headteacher and governing board to review and implement school policies, taking a lead on those which relate to this job description.
	+ Carry out the performance management of staff.
	+ Build a collaborative learning culture within the school and actively engage with other schools and agencies to build effective learning communities.
	+ Keep abreast of educational developments and associated funding streams through own professional training and research.
	+ Help to maintain outstanding behaviour around the school at all times, including the execution of lunchtime and other duties.
	+ Attend governing body meetings and advise the headteacher and governing body as required.
	+ Deputise for the headteacher in the event of their absence.

### Achievement

* + Ensure accelerated progress for a growing number of children, increasing the number of those who are working at least at age related expectation as well as the number of those who are working at greater depth.
	+ Ensure a school-wide focus on pupils’ achievement, using data and benchmarks to monitor progress in every child’s learning.
	+ Ensure that children’s work demonstrates clear evidence of progress and appropriate standards of presentation.
	+ Model and promote high aspirations for our children’s achievement with the children themselves, their parents/carers and staff, both in terms of school attainment/progress and future careers aspirations.

### Curriculum Development and Innovation

* + Lead in the design, development and implementation of a key stage 1 and 2 curriculum which inspires, engages and motivates all pupils, drawing research on best practice locally and nationally, ultimately leading to greater achievement.
	+ Work with subject leaders to ensure that the organisation, planning, scaffolding and implementation of the school curriculum meets the needs of our children, within the requirements of school vision and policies and the aims and objectives of the National Curriculum.
	+ Ensure that national priorities such as Fundamental British Values, the Prevent agenda and SMSC are addressed through the curriculum.
	+ Ensure consistency in the delivery of the curriculum across key stages 1 and 2 and provide support and challenge where this is not the case.
	+ Work in collaboration with the senior leadership team to ensure that the curriculum for SEND, Pupil Premium and other children with additional needs (e.g. EAL) is in line with the overall approach to raising standards at the school.

### Continuous Improvement in Quality First Teaching

* + Demonstrate high standards of planning, quality first teaching and feedback & marking in accordance with school policies in all teaching duties and responsibilities.
	+ Demonstrate a thorough understanding and commitment to all aspects of inclusion for all groups of children including SEND, Pupil Premium, EAL, etc.
	+ Increase staff awareness and understanding of the needs of our children, and how these can best be met in this primary school setting.
	+ Work in collaboration with the SLT to ensure that the quality of teaching for SEND, Pupil Premium and other children with additional needs (e.g. EAL) is in line with the overall approach to raising standards at the school.
	+ To lead on CPD to ensure that staff are adequately trained to implement the highest possible standards in teaching and learning.
	+ Work with subject leaders in order to develop and foster classroom practices which supports the needs of our children throughout the curriculum.
	+ Ensure that underperformance is swiftly identified, supported and challenged in a consistent and robust manner, in order to quickly improve provision.
	+ To support the organisation of Pupil Progress Review meetings.

### Robust Assessment Systems and Practices

* + To support in the recording, analysing, reporting on and sharing of children’s achievement data.

### Safeguarding and Child Protection

* + Take a role in safeguarding and child protection as a Deputy Designated Safeguarding Lead (Deputy DSL), supporting the Safeguarding Lead, Inclusion Leader and headteacher in line with national, local and school policies and procedures as set out in Keeping Children Safe in Education 2018 and the school’s Child Protection Policy.
	+ Ensure own Level 3 Designated Child Protection Officer and other relevant training is current and up to date.

### Professional Development

* + Deliver staff training (whole staff, small group, 1:1) in order to carry out the duties outlined in this job description.
	+ Keep fully informed and up to date with educational theory and practice, as well as school and local authority policies paying particular regard to the implementation of the National Curriculum, both by individual research and by attendance at courses, workshops and meetings.
	+ Review and evaluate own teaching practice and participate in arrangements for appraisal, training and professional development.

### Discipline and Relationships

* + Lead on behaviour with support from the Inclusion Leader, Safeguarding Lead and Headteacher.
	+ Maintain and promote high expectations for learning behaviour, attendance and punctuality from all children, in line with school policies and in collaboration with the Inclusion Manager, Safeguarding lead and Headteacher.
	+ Maintain good order, discipline and respect for others among pupils.
	+ To promote the safeguarding of children
	+ Promote understanding of the school’s values and rules.
	+ Develop relationships with and between pupils conducive to optimum learning.

### Parental Involvement

* + Effectively communicate and liaise with parents and carers on their children’s learning and other matters arising.
	+ Work in collaboration with senior and middle leaders on encouraging parental involvement in raising standards (e.g. parent workshops).

### Corporate life

* + Attend staff meetings, INSET activities and other school events.
	+ Take part in the corporate life of the school (e.g. attending assemblies, taking part in fundraising events, being part of the team organising large events, social events, etc.).
	+ Assist the school by taking other responsibilities within the school as agreed with the headteacher and senior leadership team, depending on own strengths/interests and the present needs of the school.
	+ Undertake other duties appropriate to the post that may reasonably be required from time to time.

### Equality policies

* + Help ensure that subject matter and learning resources reflect borough and school policies on equality, and that the implications of these policies are borne in mind in relation to all tasks and duties listed in 1 - 12 above.

### This job description sets out the duties of the post at the time it was drawn up. The above mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other relevant duties as directed by the headteacher within the school as may be reasonably expected.

**Coppermill Primary School**

**PERSONAL SPECIFICATION**

|  |  |
| --- | --- |
| **POSITION:** | Interim Assistant Headteacher (Teaching, Learning and Assessment) |
| **GRADE:** | Casual/Zero hour contract |
| **RESPONSIBLE TO:** | The Governing Board |
| **REPORTING TO:** | Headteacher |

|  |  |  |
| --- | --- | --- |
| **REQUIREMENTS** |  | **ESSENTIAL CRITERIA** |
| **EDUCATION AND EXPERIENCE** | E.1. | QTS- graduate or teachers certificate (Primary). A minimum of 3 yrs teaching experience across a wide age range from (Nursery –yr6). |
|  | E.2. | Evidence of continuing and recent professional development and qualifications relevant to the post.  |
|  | E.3. | Experience of teaching pupils with special needs, English as an additional language and very able pupils, with clear evidence of impact on achievement |
|  | E.4. | To have worked with parents/carers and outside agencies to ensure the best possible outcomes for children |
|  | E.5. | A proven track record of achieving outstanding pupil progress and of ‘closing the gap’ for children who are under achieving |
|  | E.6. | Whole school or team Data analysis/tracking and action planning |
| **SKILLS, KNOWLEDGE AND****ABILITIES** | E.7 | A sound understanding of the issues surrounding the safeguarding of children’s welfare |
|  | E.8 | A sound knowledge of the SEND Practices and Issues |
|  | E.9 | A track record of whole school impact |

|  |  |  |
| --- | --- | --- |
|  | E.10 | To be fully committed to promoting excellence and an environment where all children achieve their full potential |
|  | E.11 | To be able to innovate, seek solutions, make effective plans and evaluate successes |
|  | E.12 | To support the Headteacher in providing a clear vision and direction for the school |
|  | E.13 | To liaise with the Headteacher to organise the effective deployment of staff |
|  | E.14 | To liaise with outside agencies, efficiently running meetings to improve outcomes for children |
|  | E.15 | Ability to form and maintain appropriate relationships and personal boundaries with children and young people. |
|  | E.15 | To have regular contact with the link Governor and report to the full governing body when appropriate |
|  | E.16 | To help to ensure that the school’s pastoral systems are implemented throughout the school so that effective learning can take place |
| **HEALTH & SAFETY/ EQUAL****OPPORTUNITIES** | E.17 | An understanding of the responsibility of class teacher’s with regard to health and safety of pupils in their care |
|  | E.18 | A commitment to deliver services within the framework of the schools equal opportunities policy |