

**Job Title:** Assistant Headteacher: Teaching & Learning

**Grade**: Leadership Spine Points 8-12 (Outer London)

**Contract type:** Full-time - Permanent (Non-class based, however there is likely to

be a teaching commitment as part of delivering best practice and raising standards)

**School:** Elm Park Primary School/RJ Mitchell Primary School

**Reports To**: Head of School

**Responsible for:** Strategic leadership of teaching and learning

**Staff Managed:** Class teachers and learning support staff across the school.

The Assistant Headteacher will support the Head of School as a member of the Senior Leadership Team in:

* communicating the school’s vision compellingly and supporting the Executive Headteacher’s/Head of School’s strategic leadership.
* securing highly effective teaching and learning at all levels and driving a culture of continuous improvement.
* securing deep engagement with staff to enhance reflective practice with an extensive programme of Teaching and Learning CPLD.
* ensuring that language in all its forms is at the forefront of the school improvement agenda and is universally understood and appreciated as a key driver in improving achievement, progress and outcomes.
* the day-to-day management of the school.
* formulating the aims and objectives of the school.
* establishing policies for achieving these aims and objectives
* managing staff and resources to that end
* monitoring progress towards meeting the school’s aims and objectives

The Assistant Headteacher will be an outstanding practitioner, a leader in assessment for learning and assessing student progress and a key person in the senior leadership team.

The Assistant headteacher will also have a timetabled teaching commitment of 50% [adjust as applicable], complying with the Teachers’ Standards and modelling best practice for others.

They may also be required to undertake any of the duties delegated by the Head of School/Executive Headteacher.

**Key Responsibilities and Duties**

● To lead, plan, manage and ensure the successful delivery of the school vision for Teaching and Learning.

● To lead and enhance a highly effective whole-school approach to Teaching and Learning.

● To support all staff in delivering high quality teaching and learning and Assessment for Learning.

● To enhance school relationships with external agencies and maintain exemplary standards.

● Monitor, evaluate and report on progress and improvements in the provision of Teaching and Learning.

● To contribute to the Strategic Development Plan and School Evaluation Processes with regard to Teaching and Learning and the strategic vision for the school.

● Disseminate leading practice relating and a shared evidence base for highly effective Teaching and Learning.

● Work with the Head of School and SLT to quality assure Teaching and Learning at all levels.

● To promote amongst students both an individual and shared responsibility for their own learning. .

● Make a strategic contribution to the cultural development of students and support the implementation of opportunities to enhance the cultural capital of all students.

● Secure a strong take up by all students with regard to extra-curricular activities which enhance learning.

● Ensure that the most disadvantaged students consistently benefit from the excellent provision. ● Ensure that opportunities for students to develop their talents and interests are of exceptional quality.

● Provide a coherently planned and rich menu of curricular and extra-curricular experiences which considerably strengthen the schools educational offer.

● Ensure the quality of Teaching and Learning is exemplary and is worthy of being shared with others.

**Compliance**

● Responsibility for ensuring that the school is fully compliant with all Safeguarding and Personal Development statutory obligations.

**Developing self and others**

● Support curriculum and pastoral teams and nurture leadership potential within the school.

● Lead on effective professional development, including performance management processes for specific staff line management.

● Effectively manage own workload and that of others line managed, provide support where necessary and delegate where appropriate.

● Take responsibility for your own professional development, including maintaining an up-to-date knowledge of educational initiatives, developments and legislation.

**Managing area of responsibility**

● To lead and support a range of key teams and subject leads as determined by the SLT.

● To lead and oversee a number of key ongoing initiatives as determined by the Head of School ● To support duties before school, break, lunchtime and after school.

● To work closely with SLT and support all staff to ensure the school maintains high levels of positive behaviour management at all times.

**Line Management**

● Key colleagues and teams as directed by the Head of School

● Act as the SLT link to those with phase lead roles.

**Governance, accountability and working in partnership**

Under the direction of the Executive Headteacher and Heads of School 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 all schools within the federation and outside it;
* Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

**Additional Information**

Undertake any such duties commensurate with the post as directed by the Executive Headteacher/Head of School.

As part of the wider duties and responsibilities, the Assistant Headteacher is expected to promote and actively support the school’s responsibilities towards safeguarding.

Very good knowledge and understanding of the Data Protection Act 2018 and a willingness and commitment to ensure compliance of this and any associated data-related legislation. .

Develop and maintain an awareness of mental health issues affecting both colleagues and students and act in a supportive way that helps others and enables them to be open about any issues affecting them.

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| **Qualifications** | **Essential** | **Desirable** |
| Degree or equivalent | **x** |  |
| Qualified Teacher Status | **x** |  |
| Management qualification and/ or NPQSL (or working towards NPQSL) |  | **x** |
| Up to date and appropriate safeguarding training. | **x** |  |
| **Experience** | | |
| Track record of delivering excellent teaching | **x** |  |
| Proven successful leadership experience of multiple subject areas and/or team. | **x** |  |
| Significant experience and track record of whole school improvement; writing school improvement plans | **x** |  |
| Experience of implementing strategies to secure high standards of teaching, learning, behaviour and attitudes | **x** |  |
| Leading staff development | **x** |  |
| Experience of providing strategic reports and data analysis in relation to students’ progress. | **x** |  |
| **Knowledge & Understanding** | | |
| Ability to consistently deliver excellent lessons. | **x** |  |
| Experience of developing and implementing creative teaching and learning techniques | **x** |  |
| Educational development of learners. | **x** |  |
| Knowledge of statutory guidance related to Keeping Children Safe in Education. | **x** |  |
| Knowledge of whole school curriculum development and assessment. | **x** |  |
| Full working knowledge of relevant safeguarding, child protection, equality and health and safety policies, codes of practice and legislation | **x** |  |
| Knowledge of strategies to achieve effective learning, teaching, assessment and engagement of all children; neurotypical pupils and pupils with ASD/Social Communication Difficulties (SCD) | **x** |  |
| Strategies for developing the quality of teaching and improving pupil outcomes | **x** |  |
| Ability to analyse and use data to improve educational outcomes | **x** |  |
| Show knowledge of current education legislation, Ofsted framework, best practice and national trends and innovation | **x** |  |
| An understanding of restorative practices, positive behaviour support and the needs of pupils with ASD and SCD | **x** |  |
| Financial, budgetary and resource management experience. | **x** |  |
| **Skills and Qualities** | | |
| Ability to inspire, motivate and train staff and challenge underperformance | **x** |  |
| Ability to actively engage parents and carers from all communities and communicate positively with them | **x** |  |
| Excellent classroom and behaviour management skills. | **x** |  |
| Excellent organisational skills and proven ability to prioritise tasks effectively | **x** |  |
| Ability to work under pressure with enthusiasm and dynamism | **x** |  |
| A flexible and proactive approach to problem solving | **x** |  |
| Positivity and resilience. | **x** |  |
| Ability to deal with sensitive issues in a supportive and effective manner | **x** |  |
| Effective communication skills, both verbal and written, in order to maintain accurate record and documentation and provide written reports as requested. | **x** |  |
| Ability to maintain high levels of professional integrity and confidentiality | **x** |  |
| Effective use of IT for monitoring and recording | **x** |  |
| Ability to coach and lead others in a solution focussed approach | **x** |  |

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| **Characteristics of the post:**  The employment checks required of this post are:   * Evidence of entitlement to work in the UK * Evidence of essential qualifications (QTS) * Two satisfactory references * Evidence of a satisfactory safeguarding check e.g. an Enhanced Disclosure and Barring Service Check for Regulated Activity * Confirmation of medical fitness for employment as required * Registration with appropriate bodies (where applicable) |
| **Date Completed:**  **Signature of Teacher: Date:** |
| This is a description of the job as it exists at present;  All Aspire Learning Federation Job Specifications are reviewed and are liable to variation in consultation with the post-holder in order to reflect future developments, roles and organisational change.  Please make sure that you can demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on our application form.  We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled candidates. We have tried to do this, but if you have a disability and identify any barriers in the job specification, please tell us of these in your application.  We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this. Where criteria are to be identified through the “Selection Process”, this may involve written exercises, group discussions, presentations, interviews, etc. |