



Yewtree Primary School
Fletcher Way
Hemel Hempstead
Hertfordshire
HP2 5QR

Headteacher: Mr Charles Soyka
Tel: 01442 424920

Email: admin@yewtree.herts.sch.uk

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JOB DESCRIPTION FOR ASSISTANT HEADTEACHER

Salary: L1 – L5

RESPONSIBLE TO: The Head Teacher

Teaching Responsibility – 0.3

Non – Class Based – 0.7

TO START AS SOON AS POSSIBLE OR JANUARY 2027

JOB PURPOSE INCLUDING MAIN DUTIES AND RESPONSIBILITIES:

Job Purpose

The Assistant Headteacher will support the headteacher and deputy headteacher in:
Communicating the school’s vision compellingly and supporting the headteacher’s strategic leadership.

- 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.
- Monitoring progress towards meeting the school’s aims and objectives.
- Be responsible for ensuring equality of opportunity for all.
- Take responsibility for promoting and safeguarding the welfare of children within the school.
- Work inline with the school ethos and vision.

School culture and behaviour

- Create a culture where pupils experience a positive and enriching school life.
- 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 rules and routines that are understood by students and staff which are demonstrated clearly by all adults.
- Use consistent and fair approaches to managing behaviour, in line with the schools behaviour policy.

Teaching, curriculum and assessment

- Be an excellent classroom practitioner
- Establish and sustain high-quality teaching across subjects and phases, based on evidence.
- Ensure the teaching of a broad, structured and coherent curriculum.
- Establish curriculum leadership, including subject leaders with relevant expertise and



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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 reading so all pupils are taught to read in the relevant key stage

Additional and special educational needs and disabilities (SEND)

- 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 effectively 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.

Organisational Management

- 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 realistic, timely and suited to the school's context.
- Make sure these school improvement strategies are effectively implemented.

Staff Management & Professional Development

- Performance manage middle leaders, including carrying out appraisals and holding staff to account for their performance.
- Manage staff well with due attention to workload.
- Ensure staff have access to appropriate, high-standard professional development opportunities.
- Keep up to date with developments in education.
- Seek training and continuing professional development to meet their own needs.

Assessment

- Lead on the whole-school assessment strategy, ensuring it is rigorous, well-evidenced and is easy to communicate to pupils and parents.
- Track and analyse pupil performance data, paying particular attention to disadvantaged groups such as those eligible for the pupil premium, those with special educational needs, who speak English as an additional language (EAL) and those in receipt of Pupil Premium Funding (PPG).
- Plan and implement interventions for those pupils who are not progressing.
- Provide training and support for teachers and support staff on administering the assessment system effectively.

Pastoral

- Establish and implement whole-school systems for pupil wellbeing
- Conduct pupil voice surveys to ensure they feel happy and safe in school, championing the importance of pupil voice to other members of the senior



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leadership team

- Provide staff with training and support so they can play a part in enhancing pupils' personal development.

Governance, accountability and working in partnership

- 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.

PERSON SPECIFICATION

Yewtree Primary School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to do the same. Your application should address the following points:-

Selection Criteria	Essential (E) or Desirable (D)	Assessed By
Qualifications, Training and CPD:		
Qualified teacher status.	E	Application
Degree.	E	Application
Professional development in preparation for a leadership role.	D	Application
Experience of successful induction of new teachers.	D	Application
Experience:		
At least seven years classroom teaching experience.	E	Application & Interview
Experience of at least two key stages.	D	Application & Interview
Excellent classroom practitioner.	E	Application & Interview
Involvement in school self-evaluation and development planning.	D	Application & Interview



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Demonstrate experience of successful line management and staff development.	E	Application & Interview
Knowledge and Skills		
Ability to manage change in a school, monitoring and evaluating its impact.	E	Application & Interview
Data analysis skills, and the ability to use data to set targets and identify weaknesses.	E	Application & Interview
Knowledge of the different assessment systems used to track progress.	E	Application & Interview
Understanding of high-quality teaching, and the ability to model this for others and support others to improve.	E	Application & Interview
Awareness of current and future developments in education and the implications of these.	E	Application & Interview
Understand the principles of planning from the EYFS and the NC.	E	Application & Interview
Understanding of school finances and financial management.	D	Application & Interview