



Job Description and Person Specification for the role of Assistant Head

Job Title: Assistant Headteacher, KS3 Lead
Location: North Herts Education Support Centre
Reporting to: Executive Head & Head of Centre
Grade: Salary Leadership Pay Spine L6-10
This post a permanent, full time position, starting ASAP

Job Description:

Job Purpose

To work with the Executive Head, Head of Centre, SLT and the Management Committee in all aspects of leadership and management and to take responsibility for managing and developing teaching and learning, curriculum, assessment and enrichment throughout the Centre.

General Responsibilities

To take a central role in assisting the Executive Head, Head of Centre, SLT and the Management Committee to develop our Centre in accordance with its shared values and our Centre Development Plans, procedures, policies and distinctive approaches as determined by the Executive Head.

The Assistant Headteacher will be an exceptional practitioner, an experienced curriculum and team leader, a leader in assessment for learning and assessing pupils' progress and a key person in the Leadership Team.

The Assistant Head will fulfil the role of Leader of Learning and Achievement and will support, lead and manage teaching and learning in and beyond the classroom. The Assistant Headteacher will take lead responsibility for the day-to-day management and smooth operation of the KS3 Centre.

The functions and specific responsibilities below are to be undertaken in conjunction with the duties of an Assistant Headteacher, as defined in the most recent *Teachers' Pay and Conditions Document*.

Specific Responsibilities

The Assistant Headteacher will ensure that all teaching demonstrates best practice, develops relationships, supports training and development and ensures 'quality teaching first', and thus ensuring the smooth running of the Centre.

The Assistant Headteacher will take lead responsibility for ensuring the best possible curriculum offer, provision, well-being, progress and achievement for all children especially through enrichment, creative learning, extended services, partnerships and collaboration.

The Assistant Headteacher will be a model professional, setting an excellent example to teaching and support staff. They will actively and demonstrably promote enrichment, entitlement and achievement through building and implementing agreed Centre policies.

The Assistant Headteacher will lead by example in their own teaching practice, and by positively encouraging and supporting all members of staff. The Assistant Headteacher will work to ensure that the Centre offers a high quality, exciting, engaging, well resourced, differentiated and well-matched curriculum for all pupils.

In particular, the Assistant Headteacher will be required to:

Leadership and Management

Work in very close partnership with and support the rest of SLT in the effective day to day management of the Centre and Centre community, including:

- developing and implementing health and safety policies
- leading training and staff meetings
- arranging cover for absent staff or staff on PPA / training
- hosting and organising whole Centre events such as open days and parents evening and
- responding to the views, needs and requests of students, staff, parents, governors and visitors.

Work with SLT, staff and the Management Committee in the development, implementation, and review of Centre Improvement Plans, including regular monitoring evaluation of standards and quality of provision supporting Centre governance by attending meetings where appropriate and ensuring that all Management Committee members are able to play an active and informed part in Centre Management and Development.

Work with the whole staff team to develop a strong learning environment, that has at its centre high expectation of learning, work, performance, academic achievement, and behaviour.

Work with the rest of SLT in the Centre's achievement reviews and target setting processes, by taking a major role in assessment and actively supporting and securing the Centre's success in national exams.

Take a leading role in the SLT by having special responsibility for ensuring that the Centre assesses and monitors the progress and achievement of all children and groups of children. This includes leading in AFL, and all forms of national and local assessment and reporting requirements.

The Assistant Headteacher will be responsible for collating evidence for specific sections of the Centre's Self Evaluation Form especially those relating to standards and attainment.

Lead Teachers and Curriculum Leaders to ensure that all teaching and learning, and assessment policies and protocols are in place and up to date and where possible recognised and validated quality assurance awards are secured.

Provide leadership in the development and management of all teaching and learning; and in the creation and maintenance of high quality, stimulating, organised, tidy, well resourced, and student friendly learning environments.

Assist in the management of classroom-based personnel including timetabling and allocation of classes, duties and tasks, managing and developing roles to ensure the provision of high quality interventions and support for students' progress, achievement, well-being and good behaviour.

Assist in managing the inset program and providing/ sourcing training opportunities for the whole Centre, groups of and individual staff.

Work with the rest of the leadership team in setting, nurturing, promoting, and maintaining a very high standard of behaviour and mutual respect throughout the Centre ensuring that all staff play an active role in the pursuit of these standards

Ensure that there is a safe, secure, effective and pleasing environment for all staff and students. With the rest of SLT, be aware of Health and Safety regulations, carry out regular risk assessments and always keep the Centre's Health and Safety policy current, under review and accessible to and used by all staff.

Ensure safeguarding procedures are always upheld.

Teaching and Learning

Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework by using the latest research in best practice.

Ensure that learning is at the centre of strategic planning and resource management and lead and support the teaching and learning of all students within the Centre providing and promoting models of excellent classroom practice through whole class and group teaching, coaching, mentoring and supported self-evaluation for teaching and learning staff.

Establish creative, responsive and effective approaches to learning and teaching and ensure a culture and ethos of challenge and support where all students can have a voice, achieve success and become highly engaged in their own learning and be enabled to actively support the learning of others.

Design, develop and implement systems for the collection of useful, timely and accurate assessment data to track the progress of individual and groups of children in order to inform planning, evaluate performance, track progress and secure raised achievement across both key stages. This will include agreeing and articulating high expectations and setting stretching targets for the whole community.

Monitor the effectiveness of teaching and learning including teachers' planning, monitoring planning, work sampling and scrutiny, lesson observations, supporting auditing and reporting outcomes, successful or otherwise, and planning next steps and future actions.

Liaise with our partnership, local schools and other service providers including extended service providers and community resources to enrich and expand our provision and secure partnerships, collaborations, enrichment opportunities; and expertise which bring benefits to all students and our Centre community.

Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students. Ensure year group information and web-based information are kept up to date.

Strengthening Community

Promote and model good relationships with parents and carers, which are based on partnerships to support and improve students' learning and achievement.

Contribute to the development of the Centre as a community within the community, strengthening partnerships with families, neighbours, our local and wider community, other schools, services and the local authority.

Seek opportunities to invite parents/carers, community figures, businesses or other organisations into the Centre to enhance and enrich the Centre and its value to the wider community. Contribute to the development of the education system by sharing effective practice, working in partnership with other stakeholders and promoting innovative initiatives.

Build our understanding of the diversity of the Centre community and support our federation Centre to secure and enhance our development plans for community cohesion.

Contribute to policies and practices which promote equality of opportunity and tackle prejudice and discrimination, support staff well-being and work-life balance and help to ensure that we provide access to opportunities for growth, achievement and success for all adults and students in the Centre.

Contribute to the development of a curriculum which provides students with opportunities to enhance their learning within the wider community.

Other duties and responsibilities

DDSL

Centre Promotion, PR & Twitter

Lead and monitor parent & student voice

LEAD Mentor for ECT

Timetabling and Cover

Pupil Premium, Pupil Premium Plus and Strategy

SLT link for: Art, Science, Maths, RE, PE, Drama and Princes Trust, Duke of Edinburgh

Student Wellbeing & Mental Health

Out of hours key holder

Any other duties that the Executive Head or Head of Centre may from time-to-time ask the post-holder to perform.

Person Specification:

The person specification below shows the key abilities and skills we are looking for in our new Assistant Head. The selection panel will shortlist candidates on the basis of how well they meet the requirements of this person specification. We are looking for candidates who demonstrate knowledge and understanding of each area, and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in a Centre context.			Essential (E) / Desirable (D)	Shortlisting	Interview
1	Qualifications	Qualified teacher status	E		
2	Experience	Successful leadership experience in a School or PRU	D		
		Successful experience of an area or age range served by the ESC	E		
3	Strategic Direction	Ability to provide clear educational vision and direction and lead by example	E		
		Ability to formulate aims, policies and plans and monitor, evaluate and review the impact of these	E		
		Successful experience of working in partnership with a management committee or governing body	D		
		Evidence of introducing effective strategies for improvement	E		
		Up to date knowledge of current educational developments and statutory requirements	E		
		Ability to work in partnership with other Centre's/ Schools to share strengths and support development	E		
4	Leading Staff	Ability to plan, allocate, delegate, support and evaluate work undertaken by staff	E		
		Ability to consult and negotiate effectively with different stakeholders involved including students	E		
		Ability to coach, mentor and motivate staff to improve performance	E		
5	Standards	Evidence of raising attainment and students' rates of progress	E		
		Ability to collect, analyse and use data on students' progress and attainment	E		
		Ability to set and achieve challenging targets for teachers and students	E		
6	Teaching and Learning	Understanding of the principles of effective teaching and learning and the ability to	E		

		promote a culture that addresses barriers to learning			
		Evidence of successfully engaging all students through an exciting and innovative curriculum	E		
		High expectations and a commitment that students will achieve both personally and academically	E		
		Evidence of successful use of assessment to improving outcomes	E		
		Successful experience of promoting the personal, social, moral, cultural and spiritual development of students	E		
		Successful experience of supporting students with SEND	D		
7	Ethos and Inclusion	Ability to create and maintain an environment, which promotes good behaviour, attendance and punctuality	E		
		Commitment to inclusion of vulnerable students	E		
		Genuine commitment to the welfare, happiness and success of students	E		
		Commitment to early intervention approaches with families and collaborative working with key partners	E		
		Providing opportunities for student voice to support the development of provision	D		
8	Relationship with Parents and the Wider Community	Successful experience of creating and maintaining effective partnerships with parents/carers and the community, to enhance learning	E		
9	Safeguarding and Inclusion	Thorough knowledge of safeguarding legislation and safer working practices	E		
		Experience of promoting the welfare and safeguarding of students	E		
10	Other Skills and Abilities	Ability to manage time well and work under pressure to deadlines.	E		
		Ability to form and maintain appropriate professional relationships	E		
		Resilience, flexibility and ability to retain a sense of perspective	E		