

**ASSISTANT HEADTEACHER**

**JOB DESCRIPTION (PRIMARY)**

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| **Location:** | Leiston Primary School |
| **Grade:** | L2-L6 |
| **Hours:** | 0.8/1FTE |
| **Contract Status:** | Permanent |
| **Reports to:** | Head Teacher |

Main purpose of the role

To provide professional Leadership and Management of the School that will promote a secure

foundation from which to achieve high standards in all areas of the School’s work. To achieve

success, the Assistant Headteacher will work with school and Trust leaders to:

* deliver the School’s vision, provide leadership and direction;
* demonstrate outstanding leadership;
* promote excellence, equality and high expectations of all pupils;
* effectively and efficiently manage resources to achieve the School’s aims;
* drive School performance and deliver continuous improvement;
* carry out day-to-day management, organisation and administration;
* engage and encourage the commitment of the wider community so we are the first choice for local families;
* create a safe, compelling and progressive learning environment that leads to students who are ready, confident and enthusiastic about their education and school.

### Duties and Responsibilities

* Play an active part of the Senior Leadership Team and lead the School alongside the other members of this team, with enthusiasm, ambition and confidence.
* Oversee the school curriculum and assessment system.
* Represent the SLT to all stakeholders.
* Demonstrate personal enthusiasm for, and commitment to, embracing the love of learning and education.
* Champion children, particularly those who are disadvantaged to ensure they are equipped, in the correct uniform and ready to learn.
* Ensure that the behaviour culture across the School reflects the School’s high standards and ambition for our students, promoting high standards of behaviour and positive attitudes towards learning.
* Promote exceptional attitudes and behaviours regarding safeguarding, welfare and safety.
* Embody, promote and embed the values of the School’s philosophy.
* Develop, implement and evaluate policies, procedures and practices that drive improvement and raise standards.
* Provide the professional challenge to staff to support continued reflection and striving to improve practice.
* Work collaboratively with staff within the SLT, across the School, the Trust and wider region
* Access, analyse and interpret information, and use it effectively.
* Initiate and support evidence-based research and debate about effective behaviour management practice.
* Acknowledge excellence and challenge development areas for the School.
* Build a strong, cohesive staff team that are able to consistently implement the School’s behaviour policies.
* Promote the School’s ethos where continual professional development is an integral part of our practice.
* Challenge, influence and motivate others to attain high goals.
* Work with other members of the SLT to tackle underperforming groups of students so their progress is at least in line with national expectations.
* Attend meetings of the Leadership Team when required.
* Attend meetings and report to the Governing Body as required.
* Contribute effectively to the School Improvement Plan and self-evaluation.
* Play a leading role in the successful implementation of change strategies.
* Chair meetings of staff and to lead working parties as the need arises.
* Participate fully in staff development and staff performance management, and lead where necessary
* Play a central part in the School’s quality assurance and monitoring processes.
* Provide statistical information about the School to the Headteacher for internal purposes or, when required, by external agencies.
* Liaise with external agencies as required.
* Participate in and lead assemblies as and when required.
* Help promote, support and sustain excellent relationships with the local community.
* Line manage designated staff as required.
* Teaching responsibility for interventions groups and some classroom cover.
* Carry out the duties of a teacher as detailed in the School Teachers’ Pay and Conditions Document.

Any other reasonable action as requested by the headteacher

Confidentiality

The nature of the job requires a high degree of initiative, confidentiality, sensitivity and discretion when giving or receiving information, which could be confidential.

Commitment to Equal Opportunities and Safeguarding

Demonstrate a commitment to and carry out duties with regard to the principles of the School’s Equal Opportunities Policy.

Be committed to safeguarding and promoting the welfare of all pupils, fully complying with the school’s policies and procedures, attend appropriate training, inform the Designated Person of any concerns, and record any potential safeguarding incidents appropriately.

# Person SPECIFICATION

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|  | Essential | Desirable |
| Education & Qualifications | Qualified teacher status  Substantial successful experience of teaching and leading practice  in KS1 / KS2 and experience of working with pupils with SEMH  Experience of monitoring teaching and learning  Evidence of successful subject area leadership and management,  (including leading curriculum development, developing school policy  and monitoring and evaluating progress)  Evidence in successful implementation of whole school initiatives  Experience of SEND provision in schools and strategies to best  meet pupil needs | Further post-graduate qualification/NPQSL  Experience of developing and leading staff development  programmes for teachers and other staff |
| Specialist knowledge skills and experience | The ability to create a motivating and safe learning environment for all pupils  The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff  Excellent time management skills and the ability to prioritise and meet deadlines under pressure  To ensure best practice through the use of challenge and support with individuals  Ability to foster equality and promote the richness of diversity through the curriculum, in relationship with parents, and in the supervision, support and leadership of staff  Ability to be reflective and evaluate provision through insightful analysis of qualitative and quantitative data and initiate appropriate changes  Knowledge and understanding of the importance of mainstream educational inclusion for children with special educational needs  Understand the aspects of what the trigger points are to poor behaviour and able to quickly implement strategies to support and promote improved behaviour  Commitment to maintaining and developing the ethos of the school as a partnership of children, staff, Governors, the Trust and stakeholders, parents/carers and the community  Highly effective communication, interpersonal and emotional intelligence skills which support and facilitate trust and positive relationships with staff, parents, children and partners  Understanding of the importance of appropriate information sharing and confidentiality in supporting children’s and families well-being | The ability to review policy and procedures  Financial and budget management skills |
| Values and personal qualities | Enthusiasm for and commitment to the achievement of the school’s overall vision for success at all levels  A passion for providing the highest quality education and care for young children, fostering their love for learning and preparing them for their educational journey  Be committed to the school and Trust values |  |
| Additional requirements | Dealing with a wide range of queries, in person and on the telephone and assessing when to refer to line manager/senior staff.  Generating correspondence on  behalf of the Headteacher.  The post holder will be expected to switch between tasks during the course of the working day.  It is likely there will be interruptions from staff and pupils.  There will be tasks that require alertness and concentration, such as, following financial procedures, producing financial information and drafting correspondence.  There could be work related pressure when overseeing the reception area, especially in busy periods, e.g. early morning or at the end of the school day.  The post holder is likely to be the first point of contact in dealing with customer complaints and would need to decide when to refer on to more senior staff. | Broad understanding of Governors/Trustees and their role. |