

Assistant Headteacher

Job description and person specification

Salary: Leadership L14 - L18

Reporting to: Headteacher

Location: Putteridge High School, Luton

This job profile and person specification are set within the framework of, and should be read in conjunction with, the National Standards for School Leadership which are about professional attributes, values, knowledge and understanding in relation to:

- Leading strategically
- Leading teaching and learning
- Leading the organisation
- Leading people
- Leading in the community
- Leading accountability

Role Purpose:

- This role is ideal for a relentless individual who wishes to drive up school improvement and be at the centre of driving up academic standards. Working alongside our data team, our Aspirations leader and our quality of Education team.
- To support the school's aim to promote the improvement of standards of teaching, learning and assessment and to support those policies and procedures laid down by the Headteacher
- To teach students within the school
- To assist the Headteacher in leading and managing the school
- To carry out such other associated duties as are reasonably assigned by the Headteacher

Relationships

- The post holder is responsible to the Headteacher.
- The post holder has specific line management responsibility for specific middle leaders and associated support staff
- The post holder may have particular responsibility for line managing a department/departments
- The post holder also interacts with other professional colleagues and should establish and maintain productive relationships with them and promote mutual understanding of our aim to improve the quality of teaching and learning at Putteridge High School

Responsibilities

This area will be finalised when the candidate has been appointed.

Responsibilities may include Quality of Education, Safeguarding, Raising Standards or Teaching & Learning.

General

- To be responsible for ensuring that all students make appropriate progress and receive personalised support
- To line manage departments across the school
- To ensure that appropriate interventions are in place for students who for whatever reason are unable to engage fully in school
- To take responsibility for ensuring that all communication to parents is timely, accurate and meets the required standard of professionalism that is expected at PHS • To be responsible for the liaison with all relevant outside agencies and external providers to ensure that all students are able to engage in a full and worthwhile educational experience that secures the most appropriate progression route

Strategic Leadership

- Excellent Leadership
- To be on time for meetings and meet all appropriate deadlines
- Demonstrate high quality leadership that is visible, inspirational and has impact and action, and travels in the same direction 'see it and sort it' ethos displayed. • To prepare thoroughly for presentations, agenda items to be led on and provide the audience with information well before the meeting
- Provide input of a high quality into the strategic direction of the school • Lead and coordinate with school events such as open evening

Leading teaching and learning

- To ensure outstanding teaching, classroom support and support beyond the classroom for own performance and that for all line managed teams

Leading and managing people

- To provide clear leadership, guidance and support, within the agreed framework, for all relevant staff
- To establish clear expectations and constructive working relationships among staff involved through team working and mutual support
- To complete the team self-evaluation and relevant aspects of the school's self evaluation

Leadership and management within the Community

- To support partnerships and effective working practices with our partner schools. • To attend relevant events in the local and wider community
- To ensure effective partnerships with all stakeholders to promote the achievements of the school and the federation
- To be prepared to contribute to system leadership to support the range of commitments the school has in this respect

Accountability

- To performance manage relevant staff and teams, using the process to develop their personal and professional effectiveness
- To be accountable for the quality of provision and outcomes in the areas of responsibility
- To service the relevant governors' committee, quality assuring and reporting regularly to governors on the provision associated with the role

Other specific duties applicable to this role:

This job description issued October 2022 and may be amended at any time by agreement, but in any case will be reviewed on an annual basis.

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions document and within the range of duties set out in that document, so far as is relevant to the post holder's title and salary grade.

Context:

All classroom teachers are role models to students within the school and at all times the values, vision and ethos of the school must be evident in their attitude and behaviour.

In order to promote and achieve the school vision and purpose the teacher should meet the core (C) standards as per the National Professional Standards for Teachers in England from September 2007.

The Job-holder will ensure that Putteridge High School's policies are reflected in all aspects of his/her work, in particular those relating to; Equal Opportunities, Health and Safety, Data Protection Act(1984, 1998)

This job profile needs to be read in conjunction with the generic job description for teachers.

The Chiltern Learning Trust is committed to its schools working in wider partnership which will promote wellbeing outcomes for young people.

All personnel may be required to work across schools within the Trust by agreement with the Head Teacher.

Safeguarding Children

All teaching staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focussing on the needs of colleagues, parents and students and being flexible in a busy pressurised environment.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service'.

PERSON SPECIFICATION:

We are seeking to appoint an outstanding Assistant Headteacher who will work alongside our Headteacher and his Leadership Team. The successful candidate will be an excellent teacher with a passion and belief in the potential of every member of our community. More specifically candidates should be able to demonstrate the following minimum requirements:

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirability (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Teaching in the relevant subject area.	1,2	Working with children with English as an Additional Language.	1,2
	Using data to inform target setting and planning.	1,2	Experience and understanding of lifelong learning principles.	1,2
	Evidence of successful and effective teaching to the secondary age group	1,2	Experience of a multi-cultural school.	1,2
	Experience of strategies for the raising of student achievement/attainment and proven ability to raise standards and hit targets in the last 3 years.	1,2	Experience of a large 11-16/11-18 school.	1,2
			Experience of working in a school in challenging circumstances and leading change.	1,2
Skills/ Abilities	Ability to communicate with a variety of stakeholders (e.g. colleagues, parents, external agencies).	1,2	Ability to coach and mentor others.	1,2
	Ability to form and maintain appropriate relationships and person boundaries with children and young people.	1,2		

	Ability to use new technology to support both the curriculum and work organisation.	1,2		
	Ability to work as part of, and contribute to, a whole-school, multi-disciplinary team.	1,2		
	Ability to monitor and evaluate teaching and learning.	1,2		
	Ability to identify the necessary resources which ensure high quality teaching and learning.	1,2		
	Ability to assess the needs of individuals to inform lesson planning.	1,2,5		
	Consistently judged as good or better in the classroom (Ofsted category) with the ability to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly.	5		
	Ability to inspire and motivate staff and students and to convey enthusiasm for learning.	1,2,5		
	High level of interpersonal skills and the ability to form good relationships with students, colleagues and parents.	1,2		
	Confident and proactive approach to problem solving – self-motivated and self disciplined.	1,2		
	Ability and confidence to hold others to account and challenge poor practice.	1,2		
Equality Issues	Demonstrable commitment to inclusive teaching and learning.	2,5		
	Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	1,2		

	Able to recognise and act upon common forms of discrimination.	1,2		
	Able to understand the issues for students' education in an urban, multi cultural context.	1,2		
Specialist Knowledge	TBC	1,2,5		
Education and Training	Qualified Teacher Status.	4	Evidence of meeting the threshold standards.	1,2
	Evidence of ongoing continuing professional development.	1,2	Sustained and substantial performance in the threshold standards	1,2
Personal Qualities	Has high expectations of self and students.	1,2		
	Reliable, punctual and responsible.	1,2		
	Puts a high value on treating others with respect and courtesy.	1,2		
	Resilient and able to work under pressure.	1,2		
	High standard of professionalism in manner and dress/appearance.	1,2		
	Personal and professional commitment to the philosophies of the school including being a willing contributor to wider school effectiveness including whole school, extra curricular activities.	1,2		
Other Req's	Demonstrate responsibility for promoting and safeguarding the welfare of children and young persons.	1,2		

	Willingness to work in both this school and our partner schools if required.	1,2		
	Sound knowledge of national policies and developments in education.	1,2		

1 = Application Form	2 = Interview	3 = Test
4 = Proof of Qualification	5 = Practical Exercise	

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)
- (iv) Code of Conduct