



Boorley Park School

JOB DESCRIPTION

ROLE PROFILE:	Assistant Headteacher
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ORGANISATIONAL ARRANGEMENTS:

Job holder: to be appointed

Reports to: Headteacher

PART 1 You are required to carry out the duties of a schoolteacher as set out in the relevant paragraphs of the current School Teachers' Pay and Conditions document.

PART 2 The post requires you to teach pupils in the age range 4-11.

PART 3 You are required to carry out such particular duties which form part of the relevant sub-paragraphs and paragraphs of the School Teachers' Pay and Conditions document as the Headteacher may reasonably direct from time to time.

In addition, you are required to undertake the following responsibilities within the framework of School Policy, LA and National regulations.

To exercise the authority delegated from the Headteacher to ensure that all aspects of the Job Description are effectively delivered within the terms of the School Teachers' Pay and Conditions document and to be accountable for each aspect to the appropriate colleagues as detailed below.

a) Teachers' Standards and expectations:

Part one: teaching

1. Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students

2. Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- plan teaching to build on students' capabilities and prior knowledge
- guide students to reflect on the progress they have made and their emerging needs

- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum

5. Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

Part Two: Personal and professional conduct

1) Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

2) Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in your own attendance and punctuality.

3) Have an understanding of, and always act within, the statutory frameworks which set out your professional duties and responsibilities.

b) Position held: - Assistant Headteacher – Teaching and Learning

Expected - Tasks, expectations & accountabilities for the role at Boorley Park

Teaching and Learning

- Leading the development and implementation of a dynamic and engaging curriculum that meets the needs of all students ensuring high standards and best practices
- Working with other senior leaders to develop and implement a pedagogical model for teaching and learning, ensuring this is implemented consistently across the school
- Collaborating with teachers, staff, and external agencies to design and evaluate curriculum materials, resources and assessment materials
- Providing guidance and support to teachers on effective pedagogical approaches, adaptive teaching and assessment

- Monitoring and evaluating the impact of the curriculum on children’s learning outcomes and making data-informed decisions to improve teaching and learning.
- Leading professional development enabling staff to enhance their knowledge and skills in curriculum design and teaching practices
- Maintaining awareness of current educational research to inform curriculum design and teaching approaches
- Collaborating with school leaders and stakeholders to ensure alignment between curriculum aspirations, school priorities and children’s needs
- Providing regular coaching to teaching staff on all aspects of the curriculum and its implementation
- Leading the implementation of Let’s Think in English across the school and monitoring impact
- Working with teaching staff to support them in developing outstanding learning environments

Curriculum Development

- Leading subject leaders in the design and review of the curriculum for each subject, ensuring it is in line with the school’s vision
- Supporting subject leaders in monitoring the intent, implementation and impact of individual subjects
- Establishing consistency of approaches to subject leaderships across all curriculum areas
- Mentoring staff new to subject leadership in their role
- Developing the Boorley curriculum in line with the school’s vision and values working alongside key members of staff
- Leading professional development for the curriculum and supporting subject leaders in leading professional development for the wider staff team
- Developing the use of the outdoors within the curriculum offer

Monitoring and Evaluating

- Implementing systems and processes to monitor and assess children’s progress in alignment with curriculum goals and learning objectives.
- Analysing data and assessment results to identify trends, patterns, and areas for improvement in children’s learning
- Collaborating with teachers to develop individualised learning plans and interventions for children who are not yet working at the expected standard
- Providing regular feedback to teachers, children and parents on pupil progress and areas for growth
- Working with other senior leaders to develop and implement a consistent assessment model to ensure the reliability and consistency of data
- Using data-driven insights to inform curriculum adjustments and school-wide initiatives aimed at improving children’s outcomes.
- Ensuring that assessment practices are fair, valid, and reliable and that data is used ethically and responsibly to support learning. By tracking pupil progress effectively, you will play a crucial role in promoting children’s achievements, identifying areas for improvement and supporting the overall success of all children in the school
- Evaluating the effectiveness of the quality of education
- Working alongside senior leaders to review appropriate policies and ensure consistency in their implementation

- Monitor and evaluate the implementation of the Pupil Premium Strategy, ensuring all pupils eligible for Pupil Premium have their barriers identified and provision in place to support their progress

Inclusion and Diversity

- Regularly reviewing the whole school's approach to inclusion and diversity
 - Reviewing and adapting the curriculum to ensure the whole school community is represented
 - Working with all stakeholders and the local community to develop understanding and appreciation of different backgrounds and cultures
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c) Linked to specific role as Assistant Headteacher – Teaching and Learning

To be responsible for/oversight of:

Operational Duties

- Leading assemblies
 - Providing class cover
 - Supporting teaching staff/phase leaders with meetings
 - Line management of teaching staff including appraisals
 - Volunteer Induction
 - Staff Induction as requested by the Headteacher
 - Supporting teaching staff with the administration of statutory assessments as required
 - ECT Mentor for future ECTs who join the school
 - Pupil Premium Lead
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Additionally at Boorley Park:-

- Keep up to date with new pedagogy/new technologies/curriculum initiatives and their use and impact to enhance learning.
 - Ensure lesson planning is maintained and recorded on Google Drive for all Year groups.
 - Contribute to the appropriate section of the School Development Plan, meeting agreed timescales and success criteria
 - Manage learning resources within the year groups including issue and return
 - Represent the Year Groups, as advised, on the appropriate working groups and/or Area Consortium groups.
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NOTE 1 The days are to be specified by the Headteacher under paragraph 51.2 - 51.3 of the School Teachers' Pay and Conditions document and the hours allocated by the Headteacher under paragraph 51.4 - 51.12 of the School Teachers' Pay and Conditions document shall be the subject of a separate statement issued by the Headteacher.

NOTE 2 The job description may be reviewed at the end of the Academic Year or earlier if necessary. In addition it may be amended at any time after consultation with you.

NOTE 3 The school timetabled day is between the times of 8.00 am and 5.00pm. Teachers will be required to fulfil their 1265 hours within the range of the school day that may vary on an annual basis.

Date Prepared: June 2024

Prepared By: Sarah Cunningham - Headteacher

Date Reviewed:

Reviewed By: