



## Job Description: Assistant Headteacher Raising Standards

**Name:**

**Responsible to:** Headteacher/Deputy Headteacher

**Responsible for:** Working with the Headteacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to order to achieve them and monitor progress towards them.

**The professional duties of all teachers (other than the Headteacher) are set out in the School Teachers' Pay and Conditions Document (STPC) and describe the duties required by all main scale posts. In addition, the description of the requirements of the post of Assistant Headteacher Hylands School have been set out below:**

**To meet all requirements as appropriate of the current Teachers' standards: (attached as appendix 1 to this document)**

### **JOB PURPOSE**

- To support the Governing Body, Executive Headteacher and Headteacher in ensuring the delivery of a high quality and effective education service to the local community
- To carry out the professional duties of the role of Assistant Headteacher delegated by the Headteacher
- In partnership with the Head of School and the Senior Leadership Team provide professional leadership and management of the quality assurance, monitoring of students and staff, tackling underperformance, raising standards, customer care and community liaison
- To be accountable for the highest standards of student achievement within the school, monitoring and evaluating student achievement and setting targets for improvement
- To lead, develop and enhance the teaching practice of all teachers working at the school, evaluating the quality of teaching and securing and sustaining effective teaching of subjects and courses
- To be accountable for the strategic direction, leadership and management of the school, the development and implementation of policies, plans, targets and practices within the context of the wider aims

### **KEY RESPONSIBILITIES**

- To challenge, support and inspire every individual to achieve their best
- To cultivate a stimulating environment where everyone feels valued and success is celebrated
- To work collaboratively to ensure high standards of behaviour, teaching and learning across the school

Inspire \* Challenge \* Achieve



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- To provide a range of opportunities so that all students can achieve their full academic potential
- To promote excellence through a caring, supportive environment
- Co-ordinating the administration of newly qualified teacher and initial teacher training programmes

### **General responsibilities of a member of the Senior Leadership Team**

- To maintain an awareness of the school in all its aspects, curricular, pastoral and administrative, and contributing both proactively and reactively to leadership, management and control
- Contribute directly and indirectly to the strategic management of the school, both via predetermined responsibility areas and in response to special situations of any kind as a member of the Senior Leadership Team
- To maintain an awareness of school policies and procedures as part of the general role of supporting other staff in their various tasks
- To work using a team approach, submitting draft proposals and documents for further development by the team, and accepting and supporting final Senior Leadership Team decisions
- To actively contribute to the strategic leadership of teaching and learning by regularly undertaking:
  - lesson observations
  - learning walks
  - monitoring activities such as marking checks
- To set an example by actively undertaking commitments to on-call, duties, cover, Senior Leadership Team detentions and the assembly rota
- To take a strategic role in line management, teaching and learning, monitoring and review, ensuring the integrity of systems and procedures and adhering to deadlines
- To take an active part in Performance Management through self-reflection, continued professional development and 360 degree appraisal against the leadership standards
- To be actively involved in the performance management of other staff where required, contributing to the process as necessary, ensuring the integrity of the performance management system and adhering to deadlines
- To effectively manage the performance of teams by supporting them and holding them to account
- To ensure regular communication with all staff so that relevant data and information is known, shared and accurate
- To celebrate success and share good practice across all staff and students
- To carry out duties associated with Senior Leadership responsibility for staff development, including delivery of INSET, contributing to CPD, monitoring of lessons, mentoring and guidance to staff
- To be present at all evening meetings, presentations and other functions, where required by the Headteacher and when such presence supports the significance of the school's ethos and values and the responsibilities of the post holder



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- To be present one working day before the start of the academic year for planning, organisation and examination review
- To attend all Senior Leadership Team meetings/briefings including weekly after school meetings, daily morning briefings, appropriate Raising Attainment and Progress meeting, etc
- To attend departmental meetings and designated Continued Professional Development training (whole-school, Senior Leadership Team, departmental and individual)
- To attend governors' meetings as required
- To carry out specific tasks as reasonably directed by the Headteacher
- To explicitly model the vision and values of Hylands School

### Specific Responsibilities

- To ensure a broad and balanced curriculum provision that facilitates quality first teaching and learning, equality of opportunity, and outcomes in line with statutory requirements
- To ensure that all aspects of the curriculum meet the relevant performance indicators in terms of Key Stage 4 assessment at a national level, including establishing, monitoring and evaluating the effectiveness of the GCSE options process
- Complete the option process for Year 9 in to Year 10 to ensure all students have the correct pathway
- To operationalise a working timetable at all key stages
- To set up and embed an effective assessment procedure at Key Stage 3 and 4, including operationalising on the assessment calendar
- Working with the Headteacher for Quality Assurance to facilitate middle leader feed forward and development
- To line manager the Examinations Officer in operationalising all aspects of the exam system

### Health and Safety and Student Safeguarding

- Have due regard for the school Health and Safety policy and Safeguarding policy and any such issues particular to their subject
- Follow school procedures for reporting Health and Safety incidents or near misses
- Familiarise yourself with fire regulations and procedures
- Have due regard for student safety and report any concerns to the appropriate school body
- Complete relevant annual TKAT on-line training courses



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### Notes

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Signed:

\_\_\_\_\_ Post Holder

\_\_\_\_\_ Line Manager

\_\_\_\_\_ Headteacher



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### APPENDIX 1

#### Teacher Standards

##### Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

##### Part one: Teaching

###### A teacher must:

###### 1 Set high expectations which inspire, motivate and challenge pupils

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

###### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils 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 pupils' 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.



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### **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 pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **5 Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, 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 pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils 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 pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.



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### **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 pupils' achievements and well-being.

### **Part two: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils 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 pupils' 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 pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

*DfE: with effect from 1<sup>st</sup> September 2012*



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### Professional Standards for Post-Threshold Teachers

#### Professional Attributes

1. Contribute significantly to implementing the School Development Plan and to promote collective responsibility for its implementation.

#### Professional Knowledge and Understanding

##### Teaching and learning

2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to ensure all groups of pupils make good or better progress.

##### Planning

3. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of the learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

##### Assessment and monitoring

4. Have an extensive knowledge and well-informed understanding of the assessment requirements, qualifications, specifications, arrangements for subjects/curriculum areas they teach, including those relating to public examinations and qualifications, and ensure their suitability for meeting learners' needs.

##### Subjects and Curriculum

5. Have an excellent subject knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

#### Professional Skills

##### Teaching

6. Have teaching skills which ensure all groups of pupils make good or better progress (relative to their prior attainment, making progress as good as, or better than, similar learners nationally).



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### **Team working and collaboration**

7. Promote collaboration and work effectively as a team member.
8. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating good practice, and providing advice and feedback.