



Post Title:	Assistant Head Teacher
Responsible to:	Governing Body and Head Teacher
Salary:	Leadership Scale 2 - 6
Direct Reports:	Staff within identified phase, class based support staff, external agencies related to inclusion
Responsibility:	Leading a key phase across the school. Leading inclusion across the school, including those pupils with SEND and/or medical needs. To also include Safeguarding and Child Protection.
Contacts:	Governors, Head Teacher, Senior Leaders, Business Manager, other school staff, pupils, parents and care givers and other outside bodies, including the Local Authority

Teaching Commitment: 50%

MAIN DUTIES:

All members of the school's Senior Leadership Team are expected to:

- Demonstrate leadership by example.
- Set high standards, acting as role models for colleagues.
- Show a commitment to enabling all students to maximise their achievements.
- Contribute to the provision of a safe, secure learning environment.
- Support the school's vision of 'Striving for Excellence.'
- Manage staff in a way that promotes their skills, confidence and expertise.
- Must be prepared to invest in, and develop relationships with staff, pupils, parents and the wider community.
- Participate in the school's performance management process.

The Assistant Headteacher will also be expected to:

- To work flexibly with the Head Teacher to assist the smooth day-to-day management of the school, working closely with staff of all designations.
- To assist the Head Teacher and Deputy Head to ensure all members of staff are held accountable for their role in teaching and learning and that programmes of work are aimed at each child reaching and exceeding their individual potential.
- To effectively lead the areas of responsibility developing policy and practice and ensuring effective self evaluation.
- Implement and maintain the discipline of the school.
- To use excellent interpersonal and organisational skills in order to liaise and line manage colleagues efficiently.
- Carry out Performance Management of designated staff.
- Undertake other reasonable duties at the request of the Head Teacher.
- Share the responsibility for safeguarding and child protection.
- Hold or be willing to undertake the National Award for SEN Coordination.

The Inclusion aspect of the role will include:

- Being the SENCo for the whole school, ensuring that all pupils' needs are met.

- Be responsible for the children with medical needs, working closely with the School Nurse Team.
- To be familiar with, and be able to interpret, Data Analysis to drive pupils' improvement and close the gap for all groups of pupils.
- To evaluate the attainment of vulnerable groups of pupils and the strategies used to raise attainment.
- To take a lead in the implementation of strategies to raise attainment.
- Having a thorough knowledge & understanding of the National Curriculum and the SEN Code of Practice and the other local or national agendas.
- To work across the school in an advisory and management capacity, providing support and training for colleagues, including organising and quality assuring the implementation and delivery of any intervention programmes.
- To contribute to the professional development programme for the school including coaching, mentoring and modelling work in the school.
- To undertake professional training for all aspects of school leadership and management and to keep up-to-date with new initiatives across the curriculum and within all areas of inclusion.
- To keep apprised with local and national developments relating to Inclusion and be able to disseminate information as appropriate.
- To have experience of dealing with outside agencies.
- To keep accurate records in accordance with the school's policies.
- To provide a written report concerning the management of SEN to the Governing Body on an annual basis and meet with the school's partner governor for inclusion at least twice a year.
- Be responsible for monitoring and reporting to key parents on the progress of pupils.
- To undertake responsibility for the selection of resources for the areas of responsibility, accounting to the Head Teacher for the expenditure of the delegated budget allocation for the subject.

Personal Responsibilities

- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To promote the safeguarding of children.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

General:

- The current School Teachers' Pay and Conditions document describes duties which are required to be undertaken by teachers in the course of their employment. In addition, certain particular duties are reasonably required to be exercised, and completed in a satisfactory manner. It is the contractual duty of the postholder to ensure that their professional duties are discharged effectively.
- This is not an exhaustive list of duties and responsibilities, and the postholder may be required to undertake other duties which fall within the grade of the job, in discussion with the manager.
- This job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the postholder.
- The postholder is expected to comply with all relevant policies, procedures and guidelines, including those relating to Equal Opportunities, Health and Safety and the Confidentiality of Information.
- The postholder may be required to work outside normal school hours on occasion, with due notice.
- Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their appointment form and are expected to disclose such information at the appointment interview.
- Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

PERSON SPECIFICATION: ASSISTANT HEAD TEACHER.

You must demonstrate on your application form that you meet the following essential criteria:

	Essential	Desirable	How Tested
Qualifications	Degree level qualification. Postgraduate professional qualification, eg. Postgraduate Certificate in Education.	Qualified Teacher Status (including skills tests).	Application Form Certificates
Experience	<ol style="list-style-type: none"> 1. Substantial classroom experience 2. Evidence of ability to work successfully as a leader and manager in a school, 3. Proven experience of high standards of primary classroom practice and of leading a major area of curriculum/interventions. 4. Evidence of use of assessment strategies, including Assessment of Learning. 5. Evidence of a secure use and understanding of tracking of attainment, impact analysis and identifying next steps. 	<ol style="list-style-type: none"> 1(i) Preferably across the Foundation Stage, Key Stage 1 and 2, in at least one multicultural, inner-city school. 2(i) To include membership of middle or senior management team and some experience as a SENCo/Inclusion Co ordinator. 	
Personal Qualities	<ol style="list-style-type: none"> 1. Proven ability to solve problems and strategically plan for improvement. 2. Commitment and willingness to meet the needs of the ethos and flexible working arrangements of a diverse inner-city school. 3. Evidence of the personal and intellectual qualities required to set an example to others and to lead a team. 4. Respect the views of parents, carers and children, and a commitment to the involvement of these groups in the learning process. 5. Ability to communicate orally and in writing effectively with colleagues, governors outside agencies and parents/carers. 	<p>Confident in leading staff meetings, when required.</p> <p>Able to communicate in an additional language.</p> <p>Knowledge and understanding of Makaton.</p>	<p>Application Form</p> <p>Interview</p> <p>References</p>

	Essential	Desirable	How Tested
Knowledge, Skills and Ability	<ol style="list-style-type: none"> 1. Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils. 2. Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well-ordered and self-disciplined behaviour throughout the school. 3. Evidence of the skills and abilities required to advise and support teachers in their classroom practice, including the effective maintenance of record keeping and the writing of reports. 4. To be familiar with, and be able to interpret, Data Analysis to drive pupils' improvement. 5. To be able to line manage staff effectively. 6. To keep accurate records in accordance with the school's policies. 7. Evidence of communicating effectively both orally and in writing, giving clear instructions. 8. A high level of competence in ICT. 		<p>Application Form</p> <p>Interview</p> <p>References</p>
Teaching and Learning	<ol style="list-style-type: none"> 1. Evidence of a good understanding of a range of teaching styles and approaches appropriate for inclusive education, a wide range of ability, a range of cultural backgrounds in Key Stages 1, 2 and the Foundation Stage. 2. Evidence of the ability to raise achievement ensuring that the needs of individual /groups of pupils are met. 		<p>Application Form</p> <p>Interview</p> <p>References</p>
Equal Opportunities	<ol style="list-style-type: none"> 1. Demonstrate a clear understanding of and a commitment to equal opportunities and give evidence of effective implementation within a school. 2. Ability to form and maintain appropriate relationships and personal boundaries with children and young people. 		

