

Job Title:	Assistant Headteacher
Area of Responsibility:	Inclusion & Pastoral Support
Reports to:	Headteacher / Executive Principal
Salary	L6-10
Responsible for:	Learning Mentors, Family Liaison Officer, Higher Level Teaching Assistants, Teaching Assistants, Midday Meals Supervisors and volunteers.

Job Purpose

To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for all pupils including those with Special Educational Needs, as detailed below.

Note:

- In the context of this Job Description, pupils with special educational needs are deemed to include:
- Pupils on the School's Special Educational Needs Register.
- Pupils identified as being Gifted and Talented.
- Pupils with identified specific learning difficulties.
- Pupils with identified behavioural problems.
- 'Looked After' pupils and those subject to Child Protection procedures.
- Pupils eligible for free school meals.
- Pupils belonging to ethnic minorities.
- Pupils of Romany, Gipsy or Traveller families.
- Pupils who the Headteacher considers have previously received, for any reason, an inadequate or compromised education.

Duties

1. Those duties listed in the current Teachers' Pay and Conditions document.
2. Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching.
3. Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting.
4. Be a strong advocate for change and champion school improvement.
5. To contribute to governors' meetings.
6. Support the vision, ethos and policies of the School which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability.
7. Convey a positive "can do" attitude, motivate and inspire staff and present a 'united front' to secure successful outcomes of school initiative.
8. Establish good relationships, encourage good working practices and support and lead teachers and others on the staff team with a focus on inclusion.
9. To have overall responsibility for provision for children with Special Educational Needs and have a working knowledge of the SEN Code of Practice.
10. Support the evaluation of the effectiveness of the School's policies and developments and analyse their impact on pupils who have special educational needs.
11. Set targets for raising achievement among pupils with special educational needs.
12. Work with school staff and other professionals to identify, assess and review special educational needs and maintain an up to date provision map.
13. Ensure that parents are well engaged and informed of their child's progress.
14. Be a strong advocate for change and champion school improvement.
15. Identify resources needed to meet the needs of target pupils and advise the Headteacher of priorities for expenditure.
16. To assist the Headteacher in ensuring effective communication and liaison within the school.

17. Ensure every effort is made to develop and maintain good relationships and communications with parents, governors, and the community.
18. Liaise with other schools to ensure continuity of support and learning when transferring pupils provide training opportunities for teaching assistants and other staff.
19. To co-ordinate and monitor provision for Children in Need, including those looked after or subject to child protection procedures.
20. Help lead and manage the creation and implementation of the school strategic plan which identifies priorities and targets for ensuring pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it.
21. To be the school's lead on behaviour and safety issues.
22. Undertake a teaching commitment and provide an outstanding professional model as a practitioner.
23. To organise and regularly review intervention programmes.
24. To be responsible for induction and Performance Management of teaching assistants and pastoral staff.
25. Identify, adopt and monitor the most effective teaching approaches for those pupils eligible for the PPG, those with special educational needs and those who are below expected levels.

Note

The duties and responsibilities of the subject element of the post may vary from time to time according to the changing needs of the school. The subject leader section of the job description may be reviewed at the discretion of the Executive Principal in the light of those changing requirements and in consultation with the post holder and the governing body.

Date of issue: _____

Name of posholder: _____

Signature of postholder: _____

Signature of Head of School _____

Personal Specification

Key Skills and Competencies

1. Qualifications

- Formal Teaching Qualification recognised by the DfE.
- Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study etc.
- Have gained or be working towards the National qualification for SENCOs or other appropriate experience/qualifications.
- Experience as a mentor, coach or performance management team leader.

2. Experience / Skills

- Proven track record as a successful teaching practitioner within a whole class setting.
- Experience of successful leadership and management within a school or other educational setting.
- Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school.
- Knowledge of relevant legislation - in particular of the SEN Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with Statements as well as those without.
- Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the School's resources and the individual child.
- Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Children's Services.
- Experience of inter-agency work.
- Experience in working with children with EAL
- Experience in working with children with SEN
- Excellent written and oral communication skills.
- Excellent presentation and inter-personal skills.
- Excellent time and task management skills.
- Ability to work under pressure and to deadlines.
- Ability to use data effectively in setting targets.
- Have an awareness of the Professional Standards for teachers.
- Preferably to have taught in more than one primary school.

3. Other Skills Required for Role

- Demonstrates excellent classroom practice
- Experience in raising achievement across the whole school.
- Exercises flexibility in order to accommodate changes in work priorities.
- The ability to work professionally and effectively as a member of the Senior Management team and work with other teams.
- The ability to work under pressure and meet deadlines.
- A commitment to keep up to date with educational initiatives and the skills to translate these into practice.
- Balances tasks and resources in the organisation of a wide range of activities.
- Provides contingencies to deal with the unexpected.
- Thinks clearly and logically in working through a problem making referrals as appropriate.
- Anticipates workload and plans ahead.
- Monitors progress against key performance indicators.
- Enthusiastic and positive attitude.
- Awareness of the needs of children who have a variety of needs.
- Understand the nature of a Church of England Primary School and be willing to teach R.E. and attend collective worship to meet the expectation of the Governing Body.

4. Accountability/Freedom to act

- Makes routine decisions based upon guidelines and procedures laid down in the established framework.
- Contributes towards the effective delivery of performance targets, objectives and standards.
- Leads by example in standards of behaviour in the work environment.

5. Leadership/Management skills.

- Ability to lead school based projects or developments

General Comments

The Assistant Head is required to work across the Federation and foster appropriate links between the schools. The Assistant Head will be required to teach in classes across the school and provide a model of good practice for teachers. They may be required to adapt and change plans at short notice.

The Assistant Head is required to be flexible in a constantly changing work environment and in implementing the School's policies.