



Assistant Headteacher, full time across the two schools

Job Description

Job Title: Assistant Headteacher
Salary and grade: L4 –L8
Responsible to: Executive Headteacher
Line Manager: Executive Headteacher

Supervisory Responsibility: SEND, HLTAs

Main Purposes of the Job

To work in partnership with the Heads of Schools to provide professional leadership for the school which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of teaching, learning and achievement.

To work in partnership with the Heads of Schools to ensure that the school is inclusive and lead the provision and monitoring of effective support and interventions for pupils with SEND and other vulnerabilities.

- Under the overall direction of the Heads of Schools play a lead role:
 - In formulating the aims, objectives of the schools and establishing the policies through which they are to be achieved
 - Be responsible for the standards and curriculum of all pupils with SEND including monitoring of progress towards achievement
 - Proactively manage staff and resources
- Carry out the professional duties of a teacher as required
- To work and liaise with multi-agencies and the school's safeguarding leaders
- To promote the welfare of children and young people within the schools.

This post is non-class based but will involve some teaching duties across the Federation in order to deliver interventions, team teach and the modelling of 'quality first' teaching strategies.



Duties

The duties outlined in this job description are in addition to those covered by the most recent 'School Teachers' Pay and Conditions Document'. It may be modified by the Heads of Schools after discussion with the post holder, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Shaping the Future

1. To support the Executive Head Teacher/Heads of Schools and governors in establishing an ambitious vision and ethos for the future of the schools within the federation.
2. To play a major role in school improvement and school self-evaluation planning process, through agreed priorities
3. To contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate.
4. To lead by example to motivate and work with others.
5. In partnership with the Heads of Schools, to lead by example when implementing and managing change initiatives across the federation.
6. To promote a culture of inclusion within the school community where all views are valued and taken into account.
7. Together with the Heads of Schools and outside agencies develop a coherent and effective strategy for inclusion across the federation.

Leading Teaching and Learning

1. To be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.
2. To work with the Heads of Schools to raise standards through staff performance management.
3. To assist with the development and delivery of training and support for staff in the areas of teaching and learning.
4. To lead the development and delivery of training and support for staff in SEND.
5. To lead the development and review of agreed aspects of the curriculum including planning, recording, reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils.
6. To assist the Heads of Schools in managing the school through strategic planning and the formulation of policy and delivery of the strategy, ensuring management decisions are implemented.
7. To support the Heads of Schools with the processes involved in monitoring and evaluating the quality of teaching and learning taking place throughout the school, including lesson observations, to ensure a consistently high quality.
8. To ensure systematic teaching of basic skills and the recording of impact, is consistently high across the schools.



9. To ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards.
10. To ensure through leading by example the active involvement of pupils and staff in their own learning.

Leadership and management of SEN

1. To monitor SEND arrangements across the schools
2. To monitor the progress of SEND pupils Individual Education Plans (IEPS) School based plans (SBP) statutory assessments or Education, Health and Care Plans (EHCP) and take appropriate action.
3. To oversee termly SEND meetings and progress reviews for children with SEND
4. To oversee the monitoring and tracking of progress and attainment of pupils with additional needs.
5. After consulting the Heads of Schools, to arrange support staff timetables in order to meet statutory requirements of children with statements or EHCPs of SEND.
6. To monitor the implementation of the school's SEND policy ensuring it meets local and national arrangements.
7. To regularly update the Heads of Schools, Executive Head Teacher and the governing body on SEND data and other relevant issues.
8. To develop and maintain whole school provision maps for all children with additional needs and attached funding, including Pupil Premium funding.
9. To ensure the relevant policies and reports are published on the school websites for SEND.
10. To contribute to relevant sections of the Self Evaluation Framework and School Improvement Plan.
11. To assess admission requests for children with statements or EHCPs and advise the Heads of Schools on an appropriate action.
12. To implement, monitor and review relevant school policies and procedures.
13. To manage own time and workload effectively and flexibly across the two schools.

Developing Self and Others

1. To support the development of collaborative approaches to learning, demonstrating a desire for self-improvement through CPD.
2. To support the induction of staff new to the school and those being trained with the schools, as appropriate.
3. To participate in the selection and appointment of teaching and support staff as appropriate.
4. To take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting.
5. To work with the senior leadership team in ensuring an appropriate programme of professional development for staff, in line with the school



development plan and performance management including coaching and mentoring as appropriate.

6. To contribute to aspects of the appraisal process for staff.

Strengthening Community

1. Work with the Heads of Schools in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers.
2. Develop and maintain contact with all specialist support services as appropriate.
3. Promote the positive involvement of parents/carers in school life.
4. Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties.
5. Strengthen partnership and community working.
6. Attend and participate in staff meetings, open evenings, pupil performances and Governing Body meetings as required.
7. Promote positive relationships and work with colleagues in other schools and external agencies.

Securing Accountability

1. Support the staff and Governing Body in fulfilling their responsibilities with regard to the schools performance.
2. Contribute to the reporting of the school's performance to the school's community and partners.
3. To promote the ethos that 'all teachers are teachers of SEND' and to support colleagues as appropriate.
4. Follow the school's Code of Conduct and guidance in the Staff Handbook.

Standards

1. In addition to upholding Teachers' Standards, <https://www.gov.uk/government/publications/teachers-standards>, to maintain the school's professional standards:
 - a. Keep fully appraised and aware of educational and other appropriate developments whether national or local and assess their impact on the school.
 - b. Ensure the highest standards of professional conduct and confidentiality at all times and in particular when with other staff of the schools.
 - c. Ensure the development and maintenance of a team culture that enables all members of staff to be effective in their respective roles.
 - d. To ensure the development and maintenance of a collaborative culture which demonstrates loyalty and integrity towards the school leadership and other members of staff.



ST. JOHN CHRYSOSTOM FEDERATION

This job description is not a contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as the contract changes or as the organisation of the schools change. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

Signature of Post Holder

Date

Signature of Executive Headteacher

Date