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| **Role** | **Grade** | **Location** | **Reports to** |
| Assistant Headteacher | Leadership Scale 5-9 | Pioneer House High School | SLT and Headteacher |

**Role Purpose**

The post holder will have proven track record in leading outstanding teaching and learning. Teamwork is a strength of the school, and we require an exceptional team leader with some experience of performance managing teachers. The post holder will lead by example and further inspire colleagues to become exemplary practitioners.

The post holder will support the leading of teaching and learning across school, securing the best possible outcomes for our pupils. The post may include additional responsibilities by negotiation and will include teaching time. The post holder could be asked to work in any of the Trust schools by negotiation.

Specialist areas of responsibilities: Curriculum

The post holder will:

* To develop and innovate the curriculum across the school so that it is deep and rich and meaningful to the pupils’
* To assist the deputy Deputy for Teaching and Learning in developing and raising standards across school and linking the pupils outcomes to curriculum delivery.
* Assist the Headteacher in leading Continual Professional Development for staff and evaluate the impact that it has on pupils’ learning.
* Assist in adapting the curriculum to respond to the strengths and needs of all students.
* Support other staff in developing currciculum knowledge and expertise
* Support others to develop outstanding teaching and learning.
* Be responsible for leading and managing a team of staff
* Work across the Trust in areas of expertise by negotiation

Main Purpose of the Job:

This is a management post with strategic responsibilities.

The Assistant Headteacher will be a member of the school’s Senior Management Team (SMT). SMT members under the overall direction of the Headteacher will play a major role in:

* Formulating developing and evaluating the aims and objectives of the school and service
* Raising standards of teaching and learning
* Establishing policies through which this will be achieved
* Leading whole school developments linked to the school improvement plan priorities with accountability for the delivery and outcomes in key areas
* Being a significant part of the school’s outreach role
* Hold responsibility for a Curriculum Area

**Support the Headteacher and Governors in the following domains to:**

**Teaching and Learning**

* Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
* Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
* Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
* Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.

**Effective deployment of staff and resources**

* Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes.
* Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils’ well-being.
* Establish an educational culture of ‘open classrooms’ as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
* Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
* Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
* Hold all staff to account for their professional conduct and practice.
* Manage budgets and resources for the Curriculum area of responsibility.

**Accountability**

* Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
* Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
* Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
* Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.

**Strategic Direction and Development of the School**

* Create outward-facing schools which work with other schools and organisations through the outreach role - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
* Support the Headteacher in providing vision, purpose and leadership
* Actively lead areas of the School Improvement Plan
* Take a positive and active part in the Schools Senior Leadership Team.

**All employees in the Trust are expected to:**

* Support the vision, values and objectives of the Trust and demonstrate a collaborative, team working approach to school and Trust improvement
* Take appropriate responsibility and action for safeguarding, be aware of confidential issues and maintain as appropriate
* Promote and act in accordance with the Code of Conduct and key policies including the Trust’s Safeguarding Policy, Health and Safety Policy, Equality Policy and Data Protection Policy
* Effectively represent the Trust when liaising with contractors and outside agencies/organisations
* Demonstrate tact and diplomacy in all interpersonal relationships with the public, pupils, parents and colleagues
* Demonstrate a commitment to continuous professional development
* Carry out duties other than those listed in the job description at an appropriate level, where the post holder has appropriate qualifications and has received appropriate training

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| **Person Specification** | **Essential / Desirable** | **Assessment stage** |
| **Qualifications** |
| Qualified Teacher status | Essential | Application, Pre-employment checks |
| Degree /PGCE or equivalent qualifications | Essential | Application, Pre-employment checks |
| Working on / willingness to undertake some form of leadership qualification | Essential | Application, interview |
| Other educational / professional qualifications | Desirable | Application, interview |
| Non-educational qualifications eg sport, music, first aid | Desirable | Application, interview |
| **Knowledge and Experience** |
| The ability to assess the educational needs of pupils with severe and profound learning difficulties | Essential | Application, Interview |
| Experience in leading one or more curriculum areas, including identifying needs, planning, monitoring and evaluation of standards and sharing impact of actions  | Essential | Application, Interview |
| Successful experience of teaching in more than one key stage  | Essential | Application, Interview |
| 2 years minimum classed as an outstanding teacher. | Essential | Application, Interview |
| Minimum of five years’ recent experience in teaching.  | Essential | Application, Interview |
| The ability to plan individual learning targets, group work and class work that will be carried out personally and by other staff to ensure that pupils make outstanding progress  | Essential | Application, Interview  |
| The ability to communicate effectively and in a variety of ways with colleagues, parents and other professionals | Essential | Application, interview |
| Proven ability in leading staff teams / curriculum development and measuring progress and sharing impact of actions  | Essential | Application, interview |
| Experience in leading an aspect of non-curricular development Experience of leading and supporting CPD  | Desirable | Application, interview |
| Experience in School Improvement Planning, monitoring and evaluation | Desirable | Application, task, interview |
| Experience of coaching / mentoring / supporting colleagues | Desirable | Application, Task, Interview |
| The knowledge to deliver the National Curriculum | Essential | Application |
| The ability to lead and effectively deploy a class team and to work as part of a department team. To listen and respond appropriately to discussion and negotiation | Essential | Application, Task |
| To have knowledge of recent legislation and developments on education | Essential | Application  |
| An excellent understanding of and experience in using assessment and data management | Essential | Application, task, Interview |
| The ability to monitor and adjust the pupils’ work in line with their progress and to use appropriate teaching strategies | Desirable | Application, Interview |
| The ability to organise the classroom to ensure a stimulating or appropriate learning environment which uses the resources within school | Desirable | Application, task, Interview |
| To use personal ICT skills to support teaching and learning and record keeping | Essential | Application task, interview |
| **Behaviours and Values** |
| To have a commitment to develop in inclusion for pupils with severe learning difficulties | Essential | Application, Interview |

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| Demonstrates a collaborative, team working approach focused on improvement and supporting the vision, values and objectives of the organisation | Essential | Application, Interview |
| Demonstrate a commitment to appropriate professional standards, including core policies relating to equality and diversity and child protection | Essential | Application, Interview |
| Demonstrate a commitment to maintaining and developing professional knowledge and skills  | Essential | Application, Interview |
| Tact and diplomacy in interpersonal relationships with all stakeholders  | Essential | Application, Interview |
| To be flexible and able to adapt and prioritise appropriately | Essential | Application, Interview |
| Effective staff motivation and development, including establishment of a positive performance management culture  | Essential | Application, Interview |