

**JOB DESCRIPTION**

<b>Post Title: ASSISTANT HEAD TEACHER</b>		<b>School: BERWICK MIDDLE SCHOOL</b>		<b>Office Use</b>
<b>Grade: L4 - 8</b>				<b>JE ref:</b>
<b>Responsible to: HEADTEACHER</b> The post holder is responsible and accountable to the Head Teacher in all matters. The post holder is also expected to interact and lead colleagues on a professional level in order to promote mutual understanding of the school's vision and values.		<b>Date:29/01/2019</b>	<b>Manager:</b>	
<b>Job Purpose:</b> To support the Head Teacher's overall leadership, development and management of the teaching and learning of all pupils, to have a phase responsibility and be able to teach a subject/year group within this. To take a leading role in the monitoring and evaluation of standards across the school and with a focus for that phase of learning and pupil progress across the school. To be a lead professional actively promoting effective teaching and learning practices across the school. The post will require you to work in partnership with the Head Teacher, Governors and staff to ensure the continuous improvement of the school.				
<b>Resources</b>	Staff			
	Finance			
	Physical			
	Clients			
<b>Duties and key result areas:</b> This is a senior post within the school's staffing structure, which carries with it membership of the Leadership Group. This post holder is accountable to the Head Teacher. As SLT you will be required to meet the general requirements of this post as specified in the School Teacher's Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Head Teacher.				
<b>1. Shaping the Future</b> <ul style="list-style-type: none"> <li>• Support the Head Teacher and Governors in promoting and developing a vision for the future of the school, demonstrating inspirational leadership and creativity.</li> <li>• Play a significant role in the school improvement planning process, taking account of the agreed priorities of the school and reflecting specifically on personal areas of responsibility.</li> <li>• Contribute to the identification of key areas of strength and weakness in the school with detailed reflection on the day to day working knowledge of the school's policies and practices.</li> <li>• Exemplify the application of agreed policies, priorities and expectations so as to set a good example to other colleagues.</li> <li>• Develop and enhance a culture of team work, in which views of members of the school community are taken into account.</li> <li>• Take a lead role in specific aspects of school self evaluation.</li> </ul>				
<b>2. Leading, Learning and Teaching</b> <ul style="list-style-type: none"> <li>• Maintain a high profile as an example of best and leading practice within the classroom and foster high expectations to which the school aspires.</li> <li>• To lead, develop and monitor whole school assessment in conjunction with the Head Teacher.</li> </ul>				

- Lead a phase team.
- Share responsibility for the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted.
- Oversee the development of effective timetabling, which meets and responds to the needs of the pupils within the statutory frameworks and resources available.
- Coach and develop staff to maximise impact on effective learning and teaching.
- Through liaison and guidance, work closely with curriculum leaders to ensure the best learning opportunities and outcomes for children.
- Actively include pupils to further enhance their learning opportunities and personal development.
- Support the target setting process, including statutory procedures and targets for individuals and groups throughout the school.
- Implement strategies to promote high standards of behaviour.
- Seek to develop and enhance a broad and rich curriculum which meets the needs of the range of pupils in the school.
- Monitor and evaluate outcomes achieved from classroom practice.
- Take a leading role in development of quality and manageable assessment practice throughout the school.
- Lead development of a subject throughout the school to ensure high quality teaching which supports high standards.
- Demonstrate a commitment to positive behaviour management throughout the school acting as a restorative practice facilitator.

### **3 Developing Self and Managing Others**

- Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and promote safeguarding to ensure the welfare of children and young people is paramount.
- Make a distinctive contribution to the wider school team and continued development of the school
- Contribute to the development of collaborative approaches to learning within the school and beyond.
- Monitor the effectiveness of colleagues' teaching and wider professional impact and report the evaluation to the Head Teacher.
- Lead, manage and organise meetings as appropriate in support of the school's aims.
- Set high expectations for your own performance and that of others.
- Engage in relevant professional development activity as necessary.

### **4 Managing the Organisation**

- Manage the day to day activities of the delegated areas of responsibility to ensure the school meets statutory requirements in a highly effective manner.
- Develop action plans in specified areas of responsibility, in order to bring about improvements.
- Contribute to the planning process for the distribution of resources in relation to the quality of education of the pupils and value for money.
- Ensure that equal opportunities for pupils and staff are effectively promoted.
- Support the Deputy Head Teacher in their role as extended schools co-ordinator to ensure before/after school provision is of a high quality and meets pupils/parents and OFSTED requirements.

### **5 Securing accountability**

- Work alongside the Head Teacher to secure improvement through Performance Management, take responsibility for the performance management of identified staff.
- Support staff in undertaking their own accountability and develop approaches to it's review and evaluation
- To work alongside the Head Teacher to use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups, use this information to implement appropriate curriculum pathways and intervention programmes and identify priorities for the school development plan.

- Contribute to the reporting of the performance of the school to parents/carers, Governors and other key partners as necessary.
- 6 Strengthening Community**
- Support the development of the school within the community, strengthening partnerships with other schools and services thus enhancing community cohesion.
  - Develop partnership with feeder schools to enable improved progression and standards.
  - Respond to an understanding of the diversity of the school community.
  - Contribute to policies and practices which promote equality of opportunity and tackle prejudice.
  - Evaluate and enhance the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community.
  - Promote and model good relationships with parents/carers which are based on partnerships to support and improve pupils achievement, involving parents/carers as true partners in the education of their children.

The duties and responsibilities highlighted in this job description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

**Work Arrangements**

Physical requirements:	
Transport requirements:	
Working patterns:	
Working conditions:	

**PERSON SPECIFICATION**

Post Title: ASSISTANT HEAD TEACHER	Service:	Ref:
Essential	Desirable	Assess by
<b>Knowledge and Qualifications</b>		
<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Educated to Degree Level or equivalent.</li> <li>• Evidence of strong professional subject knowledge.</li> <li>• Understanding of the OFSTED framework regarding learning and teaching and leadership and management.</li> <li>• Knowledge and understanding of positive behaviour strategies and dealing with specific behavioural issues.</li> <li>• Clear understanding and commitment to safeguarding procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of personal commitment to continuous professional development.</li> <li>• Leadership course attended during last two years.</li> </ul>	Application Form.
<b>Experience</b>		
<ul style="list-style-type: none"> <li>• Successful teaching experience for a minimum of five years.</li> <li>• Understanding of how children learn in a high achieving and successful school.</li> <li>• Responsibility for leading a phase group and subject across the school and for raising standards.</li> <li>• Building and sustaining effective working relationships with staff, governors and parents in the wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading teams to achieve a specific outcome for children.</li> <li>• Evidence of the development of policy or curriculum themes of work.</li> <li>• Successful teaching experience in more than one phase with an outstanding or good evaluation.</li> <li>• Experience of carrying out performance reviews.</li> </ul>	Application Form.  Interview
<b>Skills and competencies</b>		
<ul style="list-style-type: none"> <li>• Ability to plan lessons effectively for all pupils in a class setting clear learning intentions and differentiating tasks and ability to demonstrate best practice to colleagues.</li> <li>• Ability to coach and mentor individuals to achieve specific outcomes.</li> <li>• Ability to challenge and inspire colleagues.</li> <li>• Strong ICT skills including use of interactive whiteboard for teaching.</li> <li>• Ability to analyse data and pinpoint key issues in order to inform staff regarding way forward.</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of the skills and attributes involved in effective leadership.</li> <li>• Evidenced experience of raising standards within key whole school priorities.</li> </ul>	
<b>Physical, mental and emotional demands</b>		
<ul style="list-style-type: none"> <li>• Ability to challenge and perform efficiently in this significantly key role.</li> <li>• Ability to take responsibility for others performance.</li> <li>• Ability to lead by example.</li> <li>• Tenacity and commitment while working under pressure.</li> <li>• Ability to think strategically.</li> <li>• Ability to organise, prioritise and delegate.</li> <li>• Ability to synthesise information quickly and effectively whilst maintaining an intensive workload.</li> <li>• Ability to manage time effectively and work to deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>• A commitment to providing extra curricular activities and an understanding of its impact upon school ethos.</li> <li>• Evidence of understanding of strategic management.</li> </ul>	Application Form  Interview

<ul style="list-style-type: none"> <li>• Good team player.</li> <li>• Ability to enthuse and motivate others.</li> <li>• Good communication skills both orally and in writing.</li> </ul>		
<b>Other</b>		
<ul style="list-style-type: none"> <li>• Commitment to inclusive practice.</li> <li>• Commitment to pupils.</li> <li>• Good attendance and punctuality record.</li> </ul>	Governance experience/involvement with Governors	Application Form  Interview

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits