



High Tunstall College of Science

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Headteacher: Mark R Tilling

Deputy Headteachers: Peter W Hayward and Laura Ovens

Assistant Headteacher

Job Description

Name:

Reporting to: Deputy Headteacher (Staff)

Working Time: Full time as specified within the STPCD

Salary/Grade: L13-L17

Disclosure level: Enhanced DBS

Primary purpose of the role and key strategic responsibilities

The key purpose of this role is to:

- To provide strong, professional leadership and management as part of the senior team, sharing and modelling the school's vision and values in everyday work and practice
- To take responsibility for the leadership of specific areas and initiatives in order to secure school wide improvement to include:
 - Overseeing the Year 9 option process
 - Further developing and enhancing the curriculum being delivered to the students of HTCS
 - Further developing and enhancing the reading strategy at HTCS
 - Developing and overseeing the whole College Literacy and Numeracy Strategy
- To develop and motivate staff, including contribution to CPD and coaching
- With the senior team, use the quality assurance of teaching, learning and assessment too further develop a shared expectation of an innovative and aspirational culture of learning
- Have direct impact on outcomes through line management of key posts

Leadership:

- To work with the Headteacher and Deputy Headteachers to formulate the direction, aims and priorities of the school, including taking a strategic lead in self-evaluation and development planning
- Support the Headteacher in the day-to-day leadership of the school, creating systems that support the school's ethos and are applied consistently and understood by all; be a visible and effective leadership presence
- Be a positive role model in all aspects of leadership, management, teaching and learning to students, parents and staff
- To lead, maintain and further develop high standards of teaching & learning within the school, through regular monitoring and coaching and by personal example
- To embed ambition and drive improvement, specifically within line managed departments and teams as well as across all other areas of responsibility; be accountable for the progress of line managed departments



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- Lead on a positive work environment culture which promotes teachers' sense of self-efficacy, which contributes to increased satisfaction and retention; facilitate an open-door culture committed to teacher development
- To analyse and interpret relevant school, local and national data; to be outward facing and to always actively seek best practice, rooted in sound research
- Keep up to date with developments in education and teaching pedagogy, translating policy into our school context
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources

Teaching and Learning:

- To be an exceptional classroom practitioner and, systemically, to provide model teaching and learning strategies to staff
- Provide guidance on a choice of appropriate teaching and learning methods and coaching relating to the delivery of these methods
- Support the HT and DHTs with monitoring and evaluation of Teaching and Learning across the school and contribute to the school self-evaluation and review and the development of school improvement plans
- To ensure that school capability procedures are followed where teaching is not of a sufficiently high quality
- Lead and maintain a systemic, recorded approach to Reading, Literacy and Numeracy in conjunction with the Deputy Headteacher (Staff) and other leaders within the school
- Develop a culture that supports and facilitates student progress and is limitless in its ambition

General Responsibilities:

- To act in accordance with the school's policies and procedures.
- To act as a role model, to encourage and promote non-discriminatory behaviour and ensure equality and diversity is sustained within our school.
- To ensure compliance with the General Data Protection Regulations and maintain confidentiality in your working practises each day.
- To adhere to the school's Safeguarding Policy and Procedures to ensure that the duty of care for all staff, including yourself to protect children and young people is maintained.
- To contribute to the provision of an effective environment for learning.
- To support the promotion of positive relationships with parents and outside agencies.
- To attend skill training and participate in personal/performance development as required.
- To take care for your own and other people's health and safety in line with school policies and procedures.
- Depending on the needs of the school, these may be altered from time to time in consultation with the Headteacher.



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The postholder has an implicit duty to promote the welfare and safeguarding of all children and young people. The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All staff will be subject to an enhanced check with the Disclosure and Barring Service.

The College will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.



Person Specification

Attributes	Essential	Desirable	Assessment
Leadership	<ol style="list-style-type: none"> 1. Significant recent experience leading a team/s of staff within the mainstream secondary sector; ability to quality assure implementation and impact of a department or area and strategically address areas of concern or development 2. Ability to motivate learners and staff; to lead, coordinate, delegate and empower 3. Successful experience of achieving school improvement as a middle leader or AHT, rooted in research and evidence; outcomes impact 4. Using hard and soft data effectively to identify issues and demonstrate impact 5. Ability to manage change, work under pressure, see things through to completion 	<ol style="list-style-type: none"> 1. Leadership of a core subject area at middle leadership level 2. Evidence of multi-agency work and collaboration 3. Whole school responsibility for improving provision and outcomes 	<ul style="list-style-type: none"> • Application form • Letter of application • References
Teaching and Learning	<ol style="list-style-type: none"> 6. Excellent classroom practitioner 7. Understanding of high quality teaching and learning and the ability to model this for others and support others to improve 8. Up to date awareness of evidence-based best practice and trends in teaching pedagogy; ability to lead on research informed practice 9. Robust understanding of data and performance management for benchmarking and setting targets for improvement 	<ol style="list-style-type: none"> 4. Experience of raising standards directly through staff CPD delivery 5. Coaching experience 6. Use of new technologies in learning and teaching as well as management and administration of teaching and learning 	<ul style="list-style-type: none"> • Application form • Letter of application • References
Skills and Knowledge	<ol style="list-style-type: none"> 10. Effective communication and interpersonal skills; ability to engage a wide variety of audiences and build effective working relationships 11. Visible and 'hands-on'; walking the talk of leadership 12. The ability to plan meticulously, think strategically and creatively and implement changes that lead to improvements in outcomes 13. The ability to be self-reflective 14. Encourage critical and strategic 	<ol style="list-style-type: none"> 7. Awareness of current legislation and local issues 8. Evidence of active engagement in wider staff development 9. Understanding of school finance 	<ul style="list-style-type: none"> • Application form • Letter of application • References • Interview



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	<p>thinking</p> <p>15. Ability to delegate appropriately</p> <p>16. Ability to use ICT effectively</p>		
Personal Qualities	<p>17. Integrity, tact, discretion, warmth and a belief in service to others</p> <p>18. Not motivated by ego, status or title</p> <p>19. Decisive, determined and self-confident without being arrogant</p> <p>20. Commitment to comprehensive and inclusive education</p> <p>21. Passion for teaching and learning and interest in the 'science' of leadership / what makes strong leadership</p> <p>22. Positive, enthusiastic and optimistic</p> <p>23. A sense of humour; resilience</p> <p>24. A team player who will work collaboratively with the entire senior team</p> <p>25. Ability to work under pressure and prioritise effectively whilst still maintaining an appropriate work/life balance; prioritising health and wellbeing in order to lead well</p> <p>26. Commitment to maintaining confidentiality at all times</p> <p>27. Commitment to the safeguarding, equality and welfare of all students</p>		<ul style="list-style-type: none"> • Letter of application • References • Interview
Qualifications and General Experience	<p>28. UK Qualified Teacher Status</p> <p>29. Good honours degree</p> <p>30. A relevant postgraduate qualification</p> <p>31. Evidence of and a commitment to substantial and sustained professional development over the past 3-5 years</p> <p>32. Successful middle and/or senior leadership and management experience leading to impact on outcomes</p> <p>33. Line management experience</p> <p>34. Knowledge and understanding of a wide range of strategies and initiatives to raise standards and achievement, at all key stages</p>	<p>10. Significant professional development relevant</p> <p>11. An understanding of and a commitment to maintaining staff morale and welfare of individuals and groups of staff</p> <p>12. Leading multiple successful whole school initiatives relating to rapid whole school improvement</p> <p>13. Professional development in preparation for a leadership role (eg NPQ or equivalent)</p> <p>14. Teaching experience in 2 or more schools</p>	<ul style="list-style-type: none"> • Application form • Letter of application • References • Interview



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Training

The successful candidate must be prepared to undertake training and development, as required, particularly in relation to the introduction of new technologies and continuous professional development.

Teaching Staff Benefits

Currently the College offers a wide range of benefits to staff, including:

- A strong commitment to professional development, with a substantial budget for whole college training and individual courses.
- Enrolment into Teachers Pension Fund.
- Free parking on site
- Free use of the state-of-the-art Tunstall Active including fitness suite, swimming pool and 3G pitch
- Annual flu vaccination
- Medical benefits including quick access to Occupational Health, Physiotherapy and Counselling