

# Haydock High School



## Job Description

### Assistant Headteacher

**L8 – L12**

The generic responsibilities in principle of this role are:

To support and assist the Head of School and Deputy Headteachers by providing dynamic and professional leadership and management by sharing and modelling the school's vision and values in everyday work and practice; developing and motivating staff, setting high expectations, embedding learning and teaching strategies and raising achievement, contributing to our rigorous and ongoing self-evaluation and taking responsibility for leading specific areas/initiatives to secure further school wide improvements.

#### Specific accountabilities

- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document
- Raise standards of student attainment and achievement within the whole curriculum area and monitor and enhance student progress.
- Be accountable for student progress and development within the English Department
- Develop and enhance the teaching practice of others.
- Ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the school's aims and curricular policies.
- Be accountable for leading, managing and developing the English Department.
- Manage effectively and deploy teaching/support staff, financial and physical resources within the English department to support the designated curriculum area.

In addition the Assistant Headteacher is responsible for:

## **1. Leadership**

- 1.1. Working with the Headteacher, Governing Body and others to develop the school's vision, establish and maintain a culture and ethos that promotes effective collaboration, excellence, equality and high expectations of all students and staff;
- 1.2. Articulating and modelling the school's vision and strategic direction, developing and implementing coherent operational plans which promote and sustain continuous school improvement
- 1.3. Leading specific initiatives and co-ordinating development programmes to ensure the school promotes and achieves the highest standards of learning and teaching;
- 1.4. Embedding ambition and driving improvement, specifically within line managed faculties/teams and across areas of responsibility;
- 1.5. Being accountable for the progress line managed faculties/teams make towards meeting the school's targets and strategic objectives for student performance;
- 1.6. Contributing to the school's rigorous and ongoing self-evaluation cycle and quality assurance procedures across the school, specifically in line managed faculties/teams, including:
  - contributing to the School's SEF and providing relevant evidence
  - participating in cross-school 'benchmarking' to moderate judgements
  - annually reviewing progress and moderating faculty/team SEFs
  - interpreting and acting upon student performance/prior attainment data
  - analysing and sharing data with team leaders; raising questions, posing hypotheses and providing challenge
  - work scrutiny/standardisation of assessment
  - lesson observations and feedback
  - learning walks
  - moderating student standards of achievement and behaviour
  - checking that all staff are fulfilling their professional responsibilities and carrying out their duties effectively;
- 1.7. Drafting workplace policies, procedures and practice, ensuring they take account of statutory requirements and/or national and local priorities and promoting collective responsibility for their implementation;
- 1.8. Preparing reports for Governors' meetings;
- 1.9. Being a positive role model in all aspects of leadership, management, teaching and learning to students and staff;
- 1.10. Participating in the day to day management of the school by being a visible and effective presence and contributing to the duty rota.

## **2. Learning**

- 2.1. Monitoring the quality of learning and teaching in line managed facilities/teams;
- 2.2. Promoting strategies for raising the achievement of all learners and managing strategic intervention programmes;

- 2.3. Making effective use of assessment for learning and benchmark data to monitor and promote students' progress, address and challenge in-faculty variation and marginal performance;
- 2.4. Leading by example and consistently modelling good practice in building students' learning power;
- 2.5. Establishing innovative, creative, responsive and effective approaches to learning and teaching;
- 2.6. Encouraging an ethos which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- 2.7. Contributing to planning a diverse, flexible curriculum and effective assessment framework in keeping with the school's inclusive ethos;
- 2.8. Ensuring personalised learning remains a core priority in curriculum planning and delivery;
- 2.9. Supporting and co-planning learning experiences for students which are linked into and integrated with the wider community and take account of students' academic, spiritual, moral, social, emotional and cultural well being;
- 2.10. Implementing strategies to ensure high standards of behaviour and attendance;
- 2.11. Reporting national and local educational strategies and developments to all staff and governors as appropriate.

### **3. Personal Growth and Development**

- 3.1. Ensuring all staff are kept informed of the school's strategic objectives, core priorities, development and progress through effective communication;
- 3.2. Implementing effective procedures to safeguard students at all times;
- 3.3. Contributing to the recruitment, induction and professional development of the school's workforce to achieve the school's vision and goals, including initial teacher trainees;
- 3.4. Supporting equal opportunities for all members of the school's community regardless of gender, ethnicity, religion, sexuality or disability;
- 3.5. Implementing clear, consistent and effective performance management processes within line managed faculties/teams and challenging underperformance at all levels and ensuring corrective action and follow up is provided accordingly;
- 3.6. Maintaining effective partnerships with parents and carers to support and improve students' achievement and personal development;
- 3.7. Using professional skills and judgement in decision making and ensuring that professional duties are fulfilled, as specified in School Teachers' Pay and Conditions Document and Teachers' Standards
- 3.8. Reviewing own practice, setting personal targets, participating in Continuing Professional Development and engaging in professional learning relevant to the post of Senior Assistant Headteacher;
- 3.9. Managing own workload and that of others to allow an appropriate work/life balance.

#### **4. Community**

- 4.1. Liaising with other staff within the wider school community, team leaders and appropriate external agencies to protect children to ensure their development, health and well being;
- 4.2. Identifying opportunities, with the Headteacher, to further involve parents, carers, community figures, business and other organisations to enhance and enrich students' experiences;
- 4.3. Sharing knowledge and experience with other schools in the St Helens family of schools, nationally and internationally to promote innovative initiatives and contribute to the wider development of the education system;
- 4.4. Sharing the school's vision and values and building these into daily practice including the delivery of assemblies and other opportunities for celebrating achievement and informing progress (Parents' Evenings and Celebration of Achievement etc);
- 4.5. Ensuring timely and professional communication to parents in all correspondence and consistently high standards in reports on students' progress;
- 4.6. Maintaining positive perceptions of the school through relevant, interesting and engaging items on the school's website, in newsletters and the local media, presentations/workshops at Parents'/Curriculum Evenings and Celebration events;
- 4.7 Encouraging participation in and organising enrichment, cross and extra curricular activities appropriate to extending learning, including supporting those in his/her line managed faculties/teams;
- 4.8. Leading specific whole school in-service training sessions related to the priorities for the post and other relevant time limited/working groups.

#### **5. Environment**

- 5.1. Ensuring the range, quality and use of all available resources is monitored, evaluated and reviewed in his/her line managed faculties/teams to improve the quality of education for all students and ensure value for money;
- 5.2. Contributing to the development of the school site to ensure it meets current and future needs within a sustainable framework ensuring the range, quality and use of available resources are evaluated to improve the quality of education for all students;
- 5.3. Generating new income streams and grant funding to complement and enhance the achievement of the school's strategic objectives and which are supportive of the school's ethos.

The Assistant Headteacher will undertake any other reasonable tasks or duties assigned by the Headteacher. He/she also has all the responsibilities of any teacher at Haydock High School