



St. Peter's C.E. Primary School

Assistant Head Teacher Job Description

Job Title	ASSISTANT HEADTEACHER
Grade	LEADERSHIP SCALE POINTS 3-7 (Starting point negotiable, depending on experience)
The primary purpose of the job	To assist the Headteacher and Deputy Headteacher with the leadership and management of the school in order to promote a highly effective education for all children within the framework provided by the policies of the Governing Body and the Local Authority with regard to all statutory requirements.
Responsible to	The Headteacher and the Governing Body
Principal Responsibilities	To fulfil the current conditions of employment and professional duties of Assistant Head Teacher as those set out in the current Teachers' Pay and Conditions document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

CORE PURPOSE OF THE POST

The Assistant Head Teacher plays a key role in the leadership and management of St Peter's C of E School. The Assistant is accountable to the Headteacher and is required to support him in all aspects of internal organisation, professional leadership, management and operation of the school; in providing the strategic direction for the school and the creation of a productive, engaging learning environment for all pupils; and in promoting the welfare of all children through an organisational culture which is vigilant to, monitors and prioritises safeguarding.

Main Duty: To carry out those duties listed in the current Teachers' Pay and Conditions document.

1. Strategic Leadership

Working with the Head teacher and fellow Senior Leaders

- 1.1 Creating a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community.
- 1.2 Working with individual staff and teams to translate the school's vision and mission statement into agreed objectives and operational plans which will promote and sustain pupil progress and attainment.

2. Education Excellence

With the Head teacher and Deputy, the Assistant Head Teacher has a central responsibility for raising the quality of teaching and learning and for pupils' achievement, setting high expectations and monitoring and evaluating learning outcomes. The Assistant Head will:

- 2.1 Be an outstanding classroom practitioner, an excellent role model to all staff and reflect a high level of professional teaching for students.
- 2.2 Support subject leaders and class teachers in their work to establish a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their learning.
- 2.3 Demonstrate and articulate high expectations for all.
- 2.4 Instill a strong sense of ownership and accountability from staff for the impact their work has on pupils' outcomes.
- 2.5 Monitor, evaluate and review classroom practice and management improvement strategies.
- 2.6 Analyse and interpret data to inform classroom practice across the school.
- 2.7 Develop strong partnerships with parents and carers to support students' achievement and personal development.
- 2.8 Keep up to date with local and national initiatives and research options for developments in educational excellence.

3. Operational Management

As a senior leader, the Assistant Head Teacher will ensure that the school, staff and resources are organised and managed to provide an efficient, effective and safe learning environment, especially in EYFS provision.

As directed by the Headteacher:

- 3.1 Produce with the SLT clear, evidence-based improvement plans and policies for the development of the school.
- 3.2 Assist in strong systems with the smooth day-to-day running of teaching and learning, including, as required, timetable, rotas, supply cover etc.
- 3.3 Promote extracurricular activities in accordance with the educational aims and ethos of the school, especially in Key Stage 1.

4. Staff Development

The leadership of the school is responsible for building a professional learning community to enable all staff to achieve.

- 4.1 Manage positive working relationships with all staff and create a team within Key Stage 1 that follows the same vision and priorities.
- 4.2 Motivate and challenge all staff to maintain high expectations of professional standards and behaviour.
- 4.3 Make possible the distribution of leadership throughout St Peter's by assisting colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
- 4.4 Commit to his/her own professional development through NPQSL and/or NPQH.

5. Securing Accountability

The Assistant Head will help to:

- 5.1 Ensure that staff responsibilities are clearly defined and understood.
- 5.2 Welcome strong governance and actively support local governance to understand its role and deliver internal and external accountability – in particular, its functions to hold the leadership to account for pupil performance and safeguarding.

6. Safeguarding

The Assistant Head will:

- 6.1 Provide a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- 6.2 Ensure that the child protection and safeguarding policies and procedures adopted by St Peter's and the governing body are fully implemented and followed by all staff.
- 6.3 Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection and safeguarding related responsibilities effectively.

7. Equality

The Assistant will work with the Deputy and Head teacher to ensure that:

- 7.1 The school reflects a vibrant and inclusive Christian ethos which actively values and promotes diversity, community cohesion, and supports pupils in their development as good friends, neighbours and citizens.
- 7.2 Any discrimination is actively challenged and addressed.

8. Ethos

The Assistant Head will uphold, model and promote the distinctive Christian ethos of the school.

9. **Deputise**

The Assistant Head will take responsibility of the school in the absence of the Head and Deputy Head Teacher

10. **Other Duties**

To undertake other reasonable duties at the request of the Head teacher and Deputy Head Teacher.

St. Peter's CE Primary School

Post of Assistant Headteacher – Person Specification

All aspects of the person specification need to be addressed in the application form and relevant aspects will be further explored through presentation, tasks, lesson observation and/or interview

Application form (A) Lesson Observation (O) Interview (I) Reference (R)
Desirable (D) Essential (E)

1. Faith Commitment and Values		
Active member of a church in membership of Churches Together in England or one which at a local level works closely with an Anglican church in this diocese.	D	A, I, R
A commitment to continue the development of the Christian character of the school, its pupils and staff	E	A, I, R
Experience of leading school worship	D	A, I
A commitment to the continuing development of religious education and worship	E	A, I
A commitment to the spiritual development of all in the school community	E	A, I
2. Skills and Knowledge		
To be an excellent classroom practitioner, with knowledge of issues which contribute to excellent teaching.	E	A, O,I,R
Ability to monitor and evaluate aspects of the curriculum reflecting school, National Curriculum and Government directive requirements.	D	A,I,R
An in depth knowledge and understanding of current national primary strategies and EYFS	E	A,O,I,R
An understanding of curriculum and pedagogical issues in relation to EYFS.	E	A,O,I,R
Ability to develop and implement aspects of a School Development Plan	D	A,I,R
Ability to extract, analyse and evaluate issues from data and school practice, and to put forward strategies for improvement.	D	A,I,R
Ability to establish and review targets and implement decisions.	E	A,I,R
Ability to communicate effectively with staff, parents, Governors and the wider community.	E	A,I,R
Ability to work in a team.	E	A,I,R
Ability to take a joint leadership role with regard to discipline and pastoral care.	E	A,I,R
To be confident in the use and development of ICT throughout the school for curriculum and management purposes.	D	A,O,I,R
Ability to lead staff development activities.	E	A,I,R
Understanding of school improvement strategies, new OFSTED inspection framework and school self-evaluation processes.	D	A,I,R

Knowledge of processes and systems to bring about improvement.	D	A,I,R
Knowledge of tracking progress and target-setting in bringing about pupil progress.	E	A,I,R
To have experience of developing the curriculum.	D	A,I,R
To have experience of "Assessment for Learning" principles and strategies	E	A,I,R
Knowledge and understanding of Special Educational Needs.	D	A,I,R
Knowledge and understanding of the learning needs of children with EAL.	D	A,I,R
Knowledge of practical strategies for the development of a core subject	D	A,I,R
Preferably to have experience of involving community in the work of the school	D	A, I, R

3. Personal Qualities

To have high expectations	E	A,O, I,R
To be able to promote the Christian ethos of the school	E	A,I,R
Ability to relate well to children and adults.	E	A,O, I,R
Ability to lead, motivate and influence others.	E	A, I, R
To have excellent time management skills.	E	A, I, R
Ability to gauge effectively with parents and carers	E	A, I, R
Ability to think strategically and manage problems	E	A, I, R

4. Approach to work

A commitment to child-centred education	E	A, R
To show a commitment to working in partnership with parents, Governors, the LA and the Church, at local and Diocesan level, to provide the best education possible for our pupils	E	A, R

5. Experience/Qualifications/Training etc

Qualified teacher status	E	A, R
To be able to demonstrate an ongoing professional development relating to the curriculum and management of a primary school.	E	A, R
To have middle management experience in a primary school	E	A, R
To be able to show leadership and curriculum development in at least one key subject or area.	E	A, R
To have at least 2 years experience in a Key Stage 1 and or EYFS environment	E	A, R
EYFS Professional Status	D	A, R
Experience as a mentor, coach or performance management team leader desirable	D	A, R
Preferably to have taught in more than one primary school.	D	A, R

6. Other Circumstances		
An ability to fulfil all spoken aspects of the role with confidence through the medium of English.	E	I

7. Application form and letter
The form should be fully completed and free from error. The letter should be clear and concise and related to the person specification and should be no more than 2-3 sides of A4 in length. Please use a font size no smaller than 11.

8. Confidential references
Two professional references including one from current employer and one which can testify to personal faith and commitment to the Church of England school ethos.