

## JOB DESCRIPTION

<b>Post Title</b>	<b>Assistant Headteacher – (title to be decided)</b>
<b>Responsible To</b>	Headteacher
<b>Responsible for</b>	This post is responsible for the <b>strategic leadership of Teaching and Learning</b> at William Howard School.
<b>Salary</b>	Leadership Spine L15 – L19
<b>Start Date</b>	1 September 2019
<b>Place of Work</b>	Your principal place of work will be at William Howard School, you may be reasonably required to work at other establishments across the Trust driven by the needs of the organisation.
<b>Contact Time</b>	12
<b>Note</b>	The duties required of all teachers under Pay and Conditions of Service Legislation are a necessary part of this job description. This is not necessarily a comprehensive definition of the post and may be subject to modification or Amendment after consultation with the post holder.

### LEADERSHIP TEAM RESPONSIBILITIES

The Leadership Team plans and shares the implementation of school policy and the day-to-day organisation of the school. It also debates and decides on longer-term aims and objectives for the school as part of the ongoing drive to improve standards of education for the students of the school.

The role of the Leadership Team is to promote the **vision, ethos and aims of William Howard Trust**.

- Provide outstanding leadership to secure improvement in **achievement and attainment for all** students.
- **To raise aspirations and standards of learning and teaching.**
- Provide **high quality provision of all services.**
- Provide effective strategic direction, leadership and management within all areas of responsibility.
- To effectively deploy resources within your area of responsibility.
- To provide a safe, healthy, welcoming and vibrant environment for all members of the school community.
- To take the lead during external inspections/visits (i.e. OFSTED) on areas of strategic responsibility.

To directly assist the Leadership Team with:

- Determining, planning and implementing the direction of whole school issues within school frameworks.
- Meeting student and staff needs on a day-to-day basis.
- Supervising the control of student behaviour (compliance and behaviour for learning) around school at all times.
- Being a high profile presence around school; an outstanding role model to all.
- Being a part of all monitoring and quality assurance activities across the schools.
- Recruitment, selection and appointment procedures will be undertaken in accordance with the whole school recruitment policy.

Generic expectations of all members of the Leadership Team:

- Act with professional integrity at all times.
- Notwithstanding issues of confidentiality and tact, act with honesty and transparency with regard to your work.
- Identify and improve those areas relevant to your role which need to improve.
- Maintain the school's policies and procedures relevant to your area and update whenever required.
- Be present where required at meetings, performances, other functions and events.
- Ensure that they maintain the quality of their teaching; routinely judged to be good or outstanding.
- To actively support in the creation and development of an organisation in which all staff recognise that they are accountable for the success of the schools.

Undertake a proactive part in:

- Those activities that are part of the self-evaluation of the school.
- Checking of uniform.
- Being a high profile presence around school.
- Appraisal, performance and line management systems.
- Student and parent voice activities.
- Set an example in undertaking a regular commitment to duties and the assembly rota.
- Work as part of a team, submitting draft proposals and documents for further development by the Leadership Team, and accepting and supporting final Leadership Team decisions.

With regard to attendance at meetings:

- The Ethos of the trust is that meetings will be kept at a minimum during the school day to enable the team to be around school focusing on teaching, learning and development.
- All members are expected to be punctual to and attend scheduled meetings unless prior agreement for absence has been given by the Headteacher.
- All members are encouraged to express their views, but are expected to work to the majority decision or the final decision of the Headteacher.
- A consistent message should be given to staff and students at all times.
- As requested to do so by the Headteacher/Deputy Headteacher, prepare and present reports on progress/issues related to areas of accountability and responsibility.
- Traverse the conflicting expectations of transparency and confidentiality.
- Attend any meetings requested during the year.
- At all times work as one team with the staff.
- Undertake specific tasks reasonably delegated by the Headteacher/Deputy Headteacher.

Key Specific Elements of the role:

1. To report to the Leadership Team and the Governing Body on all aspects of (*area of responsibility*)
2. Responsible for completing the (*area of responsibility*) section of the SEF and the subsequent production of the Behaviour & Welfare section of the SIP.
3. Represent the school as appropriate as external and internal meetings/panels.
4. Ensure that the culture and ethos in school supports a safe, healthy, welcoming and vibrant environment, with inclusion at the heart of all decision making.
5. To line manage designated areas of the school.

+ *specific tasks that reflect the agreed area of responsibility.*

## **PERSON SPECIFICATION**

**Post Title:** Assistant Headteacher – William Howard School

### **Qualifications**

- Qualified Teacher Status
- Degree, or equivalent
- Evidence of professional development across career to date.

### **Skills**

- An in-depth understanding of school leadership and school improvement needed to achieve outstanding student progress and personal development.
- Understands aims and vision of the school and is able to inspire, challenge and motivate others to carry the vision of excellence forward
- Understands how a strategic school development plan can increase teacher effectiveness and secure school improvement
- Able to lead by example in promoting the school's vision and values to students, staff, Governors and parents
- Promotes positive behaviour management and develops a student focused, inclusive and effective learning environment
- Can motivate and enable all staff to carry out their respective roles to the highest standard through performance management and continuing professional development
- Has the drive and ability to provide clear direction and motivate others to attain high goals
- Has sound knowledge and understanding of the wider educational agenda
- Understands the value of systematic and rigorous self-evaluation, and combines the outcomes of this with external evaluations to develop the school
- Understands the need for effective relationships with parents, carers, partners and the community which enhance and supports student learning
- Can understand how Trust status can support improvement strategies for the school via partner collaboration
- Is committed to secure the school's place in the community and build positive relationships, seeking and acting on feedback from community stakeholders

### **Experience**

- Proven track record of contributing to the raising of educational standards
- Has successful experience of curriculum development along with an understanding of the personalised learning agenda
- Has a sound understanding of how students learn, how teachers can best teach and how to raise standards through careful monitoring and target setting
- Able to access, analyse and interpret information and data to support school improvement and the raising of standards in learning and teaching
- Proven track record in leading and managing staff including building a successful team and delegating effectively
- Able to acknowledge success and challenge under performance
- Proven track record of providing direction, inspiration and strong leadership to staff

### **Personal attributes**

In addition to specific skills and experience, we are looking for an individual whose personal attributes embody the positive, inclusive ethos of the Trust.

These attributes will include:

- Shows commitment to own and others professional and self-development
- Commitment to putting the safety and well-being of the student at the heart of every decision
- Has high expectations and personal integrity with the ability to promote the values of the school
- Has excellent interpersonal and communication skills across the spectrum of stakeholders
- Self-motivated with excellent organisational skills and the ability to prioritise workload effectively
- A commitment to collaborative working, both within the School and across the Trust.
- Openness, sense of humour, energy and enthusiasm