

## Job Description: Assistant Head Teacher – Phase 2 (Y4-Y6)

<b>Responsible to</b>	The Head Teacher
<b>Salary</b>	L (3-7)
<b>Based</b>	Unity Community Primary
<b>Contract</b>	Permanent, subject to satisfactory completion of probationary period
<b>Level of DBS check</b>	Fully enhanced DBS

### Main Aims of the Post

#### The Assistant Head Teacher will:

- Undertake the normal responsibilities of the Y6 class teacher;
- Be a member of the Senior Leadership Team;
- Assist the Headteacher and Deputy Headteacher in leading and managing the school;
- Undertake such duties as are delegated by the Headteacher and deputy Headteacher
- Play a major role under the overall direction of the Headteacher in formulating, developing and reviewing the School Record of Self Evaluation and the aims and objectives of the school by:
  - Establishing the policies through which they shall be achieved
  - Leading and managing staff and resources to that end
  - Monitoring progress towards their achievement.

### Main duties

The specific nature and balance of these responsibilities will vary according to the needs of the school and may be shared.

#### Class Teacher Responsibilities:

- To be an outstanding class teacher
- Maintaining high levels of professional competency to provide a role model to the rest of the team
- To carry out duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document
- To carry out the duties of a general class teacher as detailed in the school's class teacher job description.

#### The internal organisation, management and control of the school:

- To be responsible for teaching across Phase 2 (Y3-6);
  - Tracking pupils
  - Appraisal of staff
  - Parental involvement
  - Reporting to SLT/Governors and stakeholders
  - Completion of self-evaluation materials

To contribute to:

- Maintaining and developing the ethos, values and overall purposes of the school;

<ul style="list-style-type: none"> <li>• Formulating the aims and objectives of the school and policies for their implementation;</li> <li>• To contribute to planning improvement which will translate school aims and policies into actions;</li> <li>• Implementing the Local Authorities and Governing Body's policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special needs;</li> <li>• The efficient organisation, management and supervision of school routines.</li> </ul>
<p><b>Curriculum Development</b></p> <ul style="list-style-type: none"> <li>• To be responsible for progress and support of Phase 2.</li> <li>• To contribute to:             <ul style="list-style-type: none"> <li>○ The development, organisation and implementation of the school's curriculum;</li> <li>○ School policies on curriculum, teaching and learning, assessment, recording and reporting;</li> <li>○ Ensuring that the learning and teaching provided by different faculties and teaching teams form a co-ordinated, coherent curriculum entitlement for individuals;</li> <li>○ Ensuring that information on pupil progress is used to improve teaching and learning, to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers and to aid Governors in their management of the school;</li> <li>○ Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided.</li> </ul> </li> </ul>
<p><b>Pupil Care</b></p> <p>To contribute to:</p> <ul style="list-style-type: none"> <li>• The development, organisation and implementation of the school's policy for the personal and social development of pupils including pastoral care and guidance;</li> <li>• To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty;</li> <li>• The effective induction of pupils including arrangements for induction, home visits and pupil mentoring;</li> <li>• The determination of appropriate pupil grouping;</li> <li>• The promotion among pupils of standards of conduct/discipline and the encouragement of good behaviour; The development of culture of independent learning;</li> <li>• The development of pupil voice through the use of student council and other positions in school.</li> </ul>
<p><b>The management of staff</b></p> <ul style="list-style-type: none"> <li>• To be responsible for the line management and performance management of staff;</li> <li>• To participate in the recruitment and development of teaching and non-teaching staff of the school;</li> <li>• To contribute to good management practice by ensuring positive staff participation, effective communication and procedures;</li> </ul>

- To participate in arrangements for the appraisal of the performance of teachers;
- The provision of professional advice and support and the identification of training needs;
- Complete observations and monitoring of standards across school as necessary to secure accountability and sustained improvement.

## **Relationships**

- To be responsible for fostering positive relationships across the school community;
- To secure a clear vision and shared understanding for Phase 2 and harness the skills and attributes of the staff team to bring this to fruition;
- To advise and assist the Governing Body as required in the exercising of its functions including attending meetings and making reports;
- To take a strategic leadership role in working with and engaging with parents and the wider community;
- To help in maintaining and developing effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's educations and wellbeing;
- To assist liaison with other educational establishments in order to promote the continuity of learning, progression and curriculum developments;
- To develop and maintain positive links and relationships with the community, local organisations and employers;
- Secure accountability where necessary and challenge underperformance.

## **General Work Related Expectations**

1. To work within the Big Life Company's Values, Ethos and Vision.
2. To contribute to the development of TBLG
3. To work in accordance with all Policies and Procedures of TBLG
4. To identify and attend training as required
5. To work in accordance with all relevant legislation
6. To undergo regular supervision and an annual appraisal
7. To undertake any other duties as required, appropriate to the post

## Person Specification – Assistant Headteacher

The successful candidate must be able to demonstrate that they meet all the following points.

1. Qualifications	Method of assessment
1.1 Qualified Teacher Status	A
1.2 Evidence of continuing professional development	A
<b>2. Knowledge, Experience and Skills</b>	
2.1 Minimum of five years teaching experience, within an urban school environment and producing high quality outcomes for children	A,I
2.2 Recent experience of class teaching in Y6 and delivering SATS since 2016	A,I
2.3 Leadership of a core subject/Key stage	A,I
2.4 Evidence of leading, supporting and managing others ensuring high quality performance	A,I
2.5 Excellent interpersonal, communication and organisational skills and experience of managing a high workload and conflicting priorities	A,I
2.6 Experience of assessment, pupil tracking and record keeping and effective data analysis and target setting	A,I
2.7 Recent experience in innovative curriculum development/design and monitoring and evaluating curriculum delivery	A,I
2.8 Experience of leading high quality staff development/training	A,I
2.9 Experience of embedding innovative strategies for improving teaching and learning across a phase of learning.	A,I
2.10 Successful working relationships with all stakeholders; parents, governors, community, staff and pupils.	A,I
<b>3. Special Abilities and Aptitudes</b>	
3.1 Ability to show a committed, professional and loyal attitude to the school and the Big Life Group, openly modelling it's values and ethos at all times	A,I
3.2 Ability to provide a nurturing, cooperative classroom for all children and to create a challenging, disciplined and effective learning environment	A,I
3.3 Demonstrate ability to be proactive in areas of responsibility with an awareness of whole school issues	A,I
3.4 A commitment to school improvement and to developing own professional skills	A,I
3.5 An effective team player with the ability to inspire confidence, respect and openness	A,I
3.6 Positive, enthusiastic, dedicated, approachable with a sense of humour and fun	A,I
<b>4. Other job requirements</b>	
4.1. Commitment to school's policies and an acceptance of responsibility for their practical implications.	A,I
4.2. An awareness of health, safety and safeguarding issues	A,I

**Key - Method of Assessment: A = Application Form, I = Interview**

