

Viking Academy Trust



DRAFT Job Description

Position: ASSISTANT HEADTEACHER

School: CHILTON PRIMARY SCHOOL

Name of Member of Staff:

Member of Staff:

Date:

Executive Headteacher: Date:

JOB DESCRIPTION: ASSISTANT HEADTEACHER – INCLUSION AND BEHAVIOUR LEAD

'Empowering Children Through Education: One Childhood One Chance'

PREAMBLE

All staff and members of governance make the education of pupils at the Viking Academy Trust their first concern and are accountable for achieving the highest possible standards in work and conduct.

All staff and members of governance act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Viking Academy Trust Base School:	Chilton Primary School
Job Title:	ASSISTANT HEADTEACHER – Inclusion and Behaviour Lead
Line Manager:	HEAD of SCHOOL
Pay Range:	Leadership

The Leadership Team at Viking Academy Trust share the unwavering belief in the potential of every child; recognising the core purpose of the Leadership Team is to inspire, excite and motivate all members of the Viking community. We know our children don't get a second chance for a first-class education and therefore it is the job of the Leadership Team to ensure Viking schools provide an outstanding education for every child. Our Trust motto: **'One Childhood, One Chance'** states this clearly and is at the heart of all we do.

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Executive Headteacher, to reflect or anticipate changes in the job, commensurate with the salary and job title.

This job description may be amended at any time after discussion with you. This job description is intended as a reference document which identifies the main responsibilities and activities of the post holder. It is not a comprehensive statement

of procedures and tasks but sets out the main expectations of the school in relation to the postholder's professional responsibilities and duties.

Purpose of role

The Assistant Headteacher will be responsible for working with and supporting the Head of School on the following key school leadership and management areas. This will involve accepting responsibility for aspects of these key areas.

Teaching and Learning

1. Carry out teaching duties in accordance with the school's schemes of work, National Curriculum and fulfil expectations set out in Teacher's Standards
2. Provide an example of excellence as the leading classroom practitioner and inspiring and motivating other staff
3. Work with the Head of School and Leadership Team to secure and sustain high expectations and excellent practice in teaching and learning throughout the school, monitor and evaluate the quality of teaching and standards of pupil's achievement, and use benchmarks and set targets for improvement.

Strategic direction and development of the school

1. Work with the Head of School to contribute to a strategic view for the school in its community and analyse and plan for its future needs and further development.
2. Act as a "sounding board" and "critical friend" to the Head of School, always demonstrating high standards of personal integrity, loyalty, discretion and professionalism and publicly supporting all decisions of the Head of School and Governing Body.
3. Contribution to strategic leadership
4. Lead on Special Educational Needs
5. Lead on all aspects of inclusion
6. Lead on behaviour
7. Lead the appraisal of a team of teachers

Leadership and Management

1. Support and deputise for the Head of School
2. Work with the Head of School, Chilton Leadership Team and Trust Leadership team to lead, motivate, support, challenge and develop all staff to secure continual improvement; including his/her own continuing professional development
3. Be a courageous school leader: lead observations and coaching and mentoring of staff

4. Understand issues relating to the school budget. The organisation, ordering and funding of resources and the link to the School Improvement Plan.
5. Support and uphold the school's policies on behaviour, discipline and bullying
6. Contribute to and lead staff professional development activities

Standards and quality assurance

1. Support the aims and ethos of the school
2. Set a good example in terms of dress, punctuality and attendance
3. Attend and participate in school events, including after hours and weekends where appropriate
4. Uphold the school's staff Code of Conduct
5. Stay up to date with training and documentation on curriculum and assessment training
6. Participate and lead staff training
7. Attend and lead team and staff meetings
8. Liaise effectively with parents, carers, governors and external agencies

Specific Duties:

- Be a courageous school leader: be passionate about the quality of education for our most vulnerable children
- Lead Inclusion across the school: managing day to day running of SEN / AEN
- Support staff in implementing strategies and personalised approaches for children
- Work closely with children with SEN / AEN to build positive relationships and assess / evaluate their strengths and areas of need
- Develop excellent relationships with parents
- Have responsibility for behaviour across the school
- Have responsibility for children in care (LAC)
- Liaise effectively with external agencies
- Complete high needs funding applications
- Complete EHCP applications and annual reviews

Other duties and responsibilities

1. Lead the school in assemblies, monitor lunchtimes and playtimes and take other leadership roles within the school day
2. Attend events, lead extra-curricular activities and promote the school's ethos to others
3. Undertake such reasonable duties that the Head of School may from time to time ask the post-holder to perform.

The Postholder's duties must be carried out in compliance with the school's policies and procedures including child protection procedures and the Council's Equal Opportunities Policy, Financial Regulations and Standing Orders, the Health and Safety at Work Act (1974), and subsequent health and safety legislation.

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

The Viking Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

National Standards for Headteachers (Applicable to all Leadership positions paid on LPR)

- The Assistant Headteacher will carry out his/her professional duties in accordance with, and subject to, the National Conditions of Employment for Headteachers, and Education and Employment legislation.
- The Assistant Headteacher is accountable to the school Local Advisory Body, Trust Board, Head of School and Executive Headteacher for the standards achieved and the conduct, management and administration of the school, subject to any policies that the DfE and the Trust shall make.



Appendix 1: Headteacher Standards (Applicable to all Leadership positions paid on LPR)

Standards	Actions
Shaping the Future	<ol style="list-style-type: none"> 1. Ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all 2. Works within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement 3. Demonstrates the vision and values in everyday work and practice 4. Motivates and works with others to create a shared culture and positive climate 5. Ensures creativity, innovation and the use of appropriate new technologies to achieve excellence 6. Ensures that strategic planning takes account of the diversity, values and experience of the school and community at large
Leading Learning and Teaching	<ol style="list-style-type: none"> 7. Ensures a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning 8. Ensures that learning is at the centre of strategic planning and resource management 9. Establishes creative, responsive and effective approaches to learning and teaching 10. Ensures a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning 11. Demonstrates and articulates high expectations and sets stretching targets for the whole school community 12. Implements strategies which secure high standards of behaviour and attendance 13. Determines, organises and implements a diverse, flexible curriculum and implements an effective assessment framework 14. Takes a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils 15. Monitors, evaluates and reviews classroom practice and promotes improvement strategies 16. Challenges underperformance at all levels and ensures effective corrective action and follow-up

<p>Developing Self and Working with Others</p>	<p>17. Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture</p> <p>18. Builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities</p> <p>19. Develops and maintains effective strategies and procedures for staff induction, professional development and performance review</p> <p>20. Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities</p> <p>21. Acknowledges the responsibilities and celebrates the achievements of individuals and teams</p> <p>22. Develops and maintains a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory</p> <p>23. Regularly reviews own practice, sets personal targets and takes responsibility for own personal development</p> <p>24. Manages own workload and that of others to allow an appropriate work/life balance</p>
<p>Managing the Organisation</p>	<p>25. Creates an organizational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements</p> <p>26. Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities</p> <p>27. Ensures that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and</p> <p>28. initiatives</p> <p>29. Manages the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities</p> <p>30. Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school</p> <p>31. Implements successful performance management processes with all staff</p> <p>32. Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations</p> <p>33. Ensures that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money</p> <p>34. Uses and integrates a range of technologies effectively and efficiently to manage the school</p>



<p>Securing Accountability</p>	<p>35. Fulfils commitments arising from contractual accountability to the governing body</p> <p>36. Develops a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes</p> <p>37. Ensures individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation</p> <p>38. Works with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities</p> <p>39. Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers</p> <p>40. Reflects on personal contribution to school achievements and takes account of feedback from others</p>
<p>Strengthening Community</p>	<p>41. Builds a school culture and curriculum which takes account of the richness and diversity of the school's communities</p> <p>42. Creates and promotes positive strategies for challenging racial and other prejudice and dealing with racial harassment</p> <p>43. Ensures learning experiences for pupils are linked into and integrated with the wider community</p> <p>44. Ensures a range of community-based learning experiences</p> <p>45. Collaborates with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families</p> <p>46. Creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development</p> <p>47. Seeks opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community</p> <p>48. Contributes to the development of the education system by, for example, sharing effective practice, working in partnership with</p> <p>49. other schools and promoting innovative initiatives</p> <p>50. Co-operates and works with relevant agencies to protect children</p>