

The Wyvern School

The Wyvern School, Great Chart Bypass, Ashford, Kent TN23 4ER. Tel: 01233 621468 Fax: 01233 660621

**Job Title**: Assistant Head Teacher

**Salary Scale**: Leadership Point - 9 - 14

**Contract:** Full time

**Responsible to**: The Headteacher and Governing Body of The Wyvern School

**Main Purpose of Job**

Support the Head Teacher in providing professional leadership for The Wyvern, which strives for success and continuous improvement, ensuring high quality education for every pupil.

* To lead and manage the smooth an efficient daily running of the school.
* Support Continued Professional Development for all staff and evaluate the impact that it has on pupils’ learning.
* Support, develop and manage curriculum leaders, key stage managers and class teachers as specified.
* To lead on identified areas of the school development plan, as directed by the Head teacher.

**Duties and Responsibilities**

You are required to carry out the professional duties of a teacher other than a Head

Teacher as written in the current School Teachers’ Pay and Conditions Document.

To play a major role under the overall direction of the Head Teacher in:

* Positively supporting the aims and objectives of the school
* Monitoring progress towards pupils’ achievement.

**Strategic Direction and Development of the School**

* Support the Head Teacher in providing vision, purpose and leadership.
* Ensure the commitment of all who are involved in The Wyvern School to its aims and vision.
* Actively lead areas of the School Development Plan.
* Monitor and take actions under guidance from the Head Teacher.
* Take a positive and active part in the school’s Senior Leadership Team.

**Whole School Strategic Leadership- EHCPs/ admissions**

* Provide strategic leadership for EHCPS/ admissions clearly identifying key actions and ensuring they are impactful on student outcomes, working impactfully with all members of the school community
* Ensuring you and the school stay up to date with relevant legislation, local and area developments and applying them to the schools context.
* Report to the Headteacher and governing body on all aspects related to the quality of EHCPS and annual reviews across the whole school.
* Inform and involve all stakeholders including staff, governors, parents and students
* Be accountable for the school’s performance in this area

**Having over-sight of EYFS and STEPS pathways**

* To have detailed knowledge of all aspects of these areas of the school, including behaviour, well-being, student achievement, accredited outcomes, parental views, staff performance and to address areas for development promptly.
* To support, develop and hold to account members of staff within this area of the school, including through appraisal.
* Consistently model appropriate leadership behaviours
* Manage CPD within your phase so that all staff receive training that is appropriate to the current School Development Plan, including facilitating and developing the leadership skills of other leaders within the team.
* Support the head teacher in ensuring that all documentation is completed within published deadlines.
* Lead staff INSET.
* Ensure staff within EYFS and STEPs understand and follow policies and procedures, particularly those related to safeguarding.
* Ensure health care plans and annual reviews of EHCPs are timely and kept updated.

**Outreach**

* To work professionally and effectively with colleagues across a wide range of other settings and the local authority, leading to positive outcomes for students
* To lead and manage the outreach case load and ISW.
* Develop own expertise so that mainstream schools receive high quality outreach support

**Effective Deployment of Staff and Resources**

* Manage the budget and resources for your phase.
* Ensure staff are effectively and fairly deployed.
* Manage staff requests for leave and absences in-line with school policy and working closely with our HR Manager.

**Quality of Education**

* Positively contribute to the quality of education objectives of the school and ensure these are impactful within EYFS and STEPS
* Be knowledgeable about the quality of education within EYFS and STEPS celebrate ad share good practice and be clear on steps to develop further, taking action in a timely manner.
* Work in partnership with class teachers and support staff to develop practice, this includes but is not limited to: joint planning, model or team teaching, coaching and mentoring.
* Assist the Head Teacher in supporting and monitoring teachers to meet standards set out on the professional development framework.
* Establish, manage and expect high standards of pupil behaviour.
* Ensure that a high standard of education is maintained at all times for all pupils and that all suitable programmes are developed and kept under review, with pathway leads.
* Be familiar with current theory and practice relating to pupils with special needs and inform staff of these

developments.

* Work in conjunction with the Deputy Head Teacher to lead impactful pupil progress meetings, ensuring the impact of agreed actions.
* Actively monitor attendance across the phase ensuring it is at least good and continues to improve.

**Accountability**

* Maintain a record of how you have moved your agreed areas forward.
* When required, write and deliver a report to the Governing Body that evaluates the progress that your work has had on supporting the pupils’ learning.
* Assist the Head Teacher in ensure that staff understand and support the school’s aims and objectives

**Designated Safeguarding Lead**

* Be a designated safeguarding lead, taking an active lead in the promotion of policies and procedures related to safeguarding
* Be a referral point for other members of staff related to safeguarding, ensuring accurate and timely recording and sharing of information.
* Positively contribute to multi agency working, representing the school’s views and values.
* Stay up to date with relevant legislation and training
* Work effectively with the family support and safeguarding officer and the wider DSL team, following the strategic lead of the lead DSL.

**Other**

Undertake other reasonable duties as may be requested by the Head Teacher

Signed Assistant Head Teacher:

Signed Head Teacher:

Date:

# Person specification- Assistant Headteacher

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| criteria | qualities – essential | quAlities - desirable |
| **Qualifications  and training** | * QTS | * NPQML * NPQSL * Advanced Study in SEND, including SENCo qualification |
| **Experience** | * Successful leadership and management experience * Successful teaching experience in SEND * Involvement in school self-evaluation and improvement planning * Line management experience * Experience of chairing meetings, coaching colleagues and having difficult/solution focused conversations * Contribution to staff development * Multi-professional working focussed on pupil outcomes/ safeguarding | * Contribution to senior management/ leadership team * DSL certificate |
| **Skills and knowledge** | * Knowledge of teaching and learning in a special school/ or those with complex needs in a mainstream inclusive setting * Up to date knowledge of curriculum assessment, target setting and reporting and how this applies in special schools * Effective communication and interpersonal skills * Ability to communicate a vision and inspire others * Ability to build effective working relationships with staff, families and other stakeholders | * Effective whole school leadership for areas of improvement |
| **Personal qualities** | * Commitment to promoting the ethos and values of the school and getting the best outcomes for all pupils * Ability to work under pressure and prioritise effectively * Commitment to maintaining confidentiality at all times * Commitment to safeguarding and equality * Personal drive, resilience, self-awareness and reflection * The ability to work effectively with other senior colleagues to drive school improvement * Work with integrity building high levels of trust, facilitating challenging and purposeful conversations * Flexibility in approach to meet the changing needs of the school with a high level of commitment to own CPD |  |