



The Core Purpose

The Assistant Headteacher, along with the Headteacher, is central to the promotion of the school's vision to all stakeholders: pupils, staff, parents and carers, governors, the parish, diocese, wider community and local authority.

Strategic Leadership

As an employee of the Governing Board, the Assistant Headteacher will work with the Headteacher and the Governing Board to develop a vision for the school. The strategic direction will be underpinned by the education mission of the Church which is reflected in the School's ethos.

The Assistant Headteacher will promote the School's vision, therefore empowering all pupils and staff to excel.

Specific responsibilities include but are not limited to:

- Work in close partnership with and support the Headteacher, and Governors in the effective day to day management of the school and school community
- Working alongside the Governing Board to formulate the education aims, objectives and targets of the school and the policies for improvement.
- Working alongside and managing staff providing strategic direction and ensuring that they fulfil the objectives of the school's mission statement and learning values.
- Motivating staff and pupils through recognition and encouragement of their individual value, whilst at the same time managing the wellbeing of all.
- Monitoring and evaluating the performance of the School and reporting to the Governing Board as required.
- Working with the Headteacher and the School Business Manager, alongside the Governing Board to ensure robust financial management of the school so that its vision and aims are supported by appropriate use of the school's present and future resources.

Learning and Teaching

The Assistant Headteacher role is to support the Headteacher with their central responsibility for the quality of learning and teaching in the school and their responsibility for pupil progress, achievement and development of the whole child.

Specific responsibilities include but are not limited to:

- Demonstrating effective leadership through good professional practice.
- Expecting ambitious standards for all pupils ensuring that there is continuity of learning and progression for all pupils.
- Overcoming disadvantage and advancing equality, ensuring that there is appropriate provision for pupils with special education needs or from disadvantaged backgrounds, to allow them to flourish.
- Instilling a strong sense of accountability in staff for the impact of their work on pupils' progress and outcomes.
- In conjunction with the Headteacher, monitor and evaluate the quality of teaching.
- In conjunction with the Headteacher, monitor progress and attainment and setting appropriate targets for improvement based upon relevant benchmarks.
- Understanding the importance of securing academic achievement as well as wider educational opportunities for all pupils.
- Working alongside the Headteacher and the Governing Board to create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge to support each other and feel valued.
- Working alongside the Headteacher and the Governing Board to ensure the effective delivery of the school's pastoral care, in line with the school's mission statement and learning values, promoting pupils' respect for others

School Management

The staff are the most important asset and so the Assistant Headteacher will work with the Headteacher to ensure that staff, together with all other resources, are organised and managed to allow for an efficient, effective and safe learning environment. The Assistant Headteacher working alongside the Headteacher will need to collaborate with all stakeholders to ensure that resources are used effectively in order to achieve value for money.

Specific responsibilities include but are not limited to the:

- Guaranteeing a safe, secure and well-maintained environment which stimulates learning

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and expresses the Catholic identity of the School, as well as safeguarding pupils.

- Maintaining positive partnerships with parents/carers which help to promote the mission of the school.
- Maintaining effective relationships with all other stakeholders including the parish, wider community, diocese and local authority.

Inclusion

To manage and lead on inclusion across the school and to assist the Headteacher and the Governor Board with the strategic development of Inclusion policy and provision.

Specific responsibilities include but are not limited to:

Strategic Direction and Development of Inclusion Provision in the School

- To have a knowledge and understanding of all matters relating to safeguarding children, including the current version of the statutory guidance document, Keeping Children Safe in Education (KCSIE).
- To support all staff in understanding the needs of pupils and ensure the objectives to develop inclusion are reflected in the school development plan.
- To monitor progress of objectives and targets for pupils with inclusion needs from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements.
- To liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- To analyse and interpret relevant school, local and national data and advise the Headteacher on the level of resources required to maximise achievement.

Teaching & Learning

- To work with the Headteacher, teachers and support staff to ensure all pupils learning is of equal importance and that there are aspirational expectations of pupils.
- To support the identification of and disseminate the most effective teaching approaches for vulnerable pupils with a focus on inclusion.
- To work with the Headteacher and staff to develop effective ways of bridging barriers to learning through: assessment of needs; monitoring of teaching quality and pupil achievement; target setting, including provision maps; and Quality First Teaching throughout the school.
- To collect and interpret specialist assessment data to inform practice.
- To undertake day-to-day co-ordination of vulnerable pupils' provisions through close liaison with staff, parents and external agencies.

- Map the provision of SEND, disadvantaged and pupils with other/or additional inclusion needs to ensure appropriate support is given and monitored.
- To coordinate care plans for individual children as required.

Leading and Managing

- To provide regular information to the Headteacher and Governor Board on the evaluation of inclusion provision.
- To ensure that statutory responsibilities are met in line with the SEN Code of Practice.
- To advise on and contribute to the professional development of staff, including whole school INSET provision.
- To provide professional guidance to staff to secure good teaching for vulnerable pupils, through both written guidance and meetings.
- To manage the induction programme for support staff involved with vulnerable pupils.
- To ensure that policies and procedures are in place to identify SEND children and that registers are kept and that they are followed.
- To be responsible for reviewing and updating all policies related to inclusion such as: Safeguarding; Behaviour; Equality; Looked after Children; and Attendance policies and to plan and deliver training on these policies to all staff in school.
- To liaise with all outside agencies to provide support and assessment for children with specific needs.
- To co-ordinate all annual reviews and attend / chair when necessary.

Effective Deployment of Staff and Resources

- To advise the Headteacher and Governor Board of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency.
- To maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and inclusion policies.
- To co-ordinate deployment of support staff with regard to group intervention activities.
- To manage the performance of support staff.

Other Professional Requirements

- To be the school's Senior Designated Safeguarding Lead, leading on all matters related to safeguarding within the school.
- To be the school's designated Looked after Children Lead.
- To be the school's designated Mental Health Lead.
- To complete the National Award SENCO (NASENCO).