



*Developing minds, creating futures and striving forward together*

<b>Post</b>	Assistant Headteacher : Teaching, Learning and Raising Standards Leader
<b>Grade</b>	L11 to L16 (depending on experience)
<b>Responsible to</b>	Deputy Headteacher/Headteacher
<b>Responsible for</b>	As explained in job description
<b>Working hours</b>	In accordance with STPCD

Everyone at Borden Grammar School works to fulfil our **School Plan**. All teachers must fulfil the **DfE Teacher Standards** at all times and, where appropriate, the **UPR standards**.

We expect teachers to

1. Make sure young people of all abilities, ages and backgrounds fulfil their potential
2. Engage all young people to participate in interesting learning and stimulate a love of knowledge
3. Develop into exceptional teachers
4. Unlock and develop their students' creativity and independence
5. Demonstrate that learning continues well beyond lessons
6. Develop the Borden values so that students are respectful, creative, resilient, courageous and kind

Teachers with TLR posts at any level must demonstrate these **Qualities of Leadership**.

We expect that members of our community who have leadership roles should

1. Exhibit our Borden values and care about ethical leadership
2. Show vision, conviction and authority, leading by example
3. Build a team through a combination of dynamism, sensitivity, innovating, communicating, managing, monitoring, evaluating, praising and supporting staff
4. Be organised, understanding what needs to be done, doing it right, and on time
5. Positively uphold our procedures and school improvement plan
6. Know your subject area of responsibility and keep up-to-date
7. Lead learning by demonstrating high quality work with excellent outcomes
8. Develop colleagues through encouragement, performance management and providing opportunities
9. Support young people by maintaining good discipline and helping them meet high targets



## Job Description

## Raising Standards and Key Stage Leader

### *Striving Forward Together*

#### **Raising standards in learning**

1. To work with the Deputy Headteacher supporting and monitoring the quality of teaching and learning
2. To line lead departments designated by the headteacher
3. To work with curriculum leaders to monitor and manage student engagement and behaviour for learning
4. To promote an aspirational ethos in the school for staff and students
5. To use data to identify individual and groups of students most needing support
6. To create a package of support and intervention for students most at risk of underachievement, supporting effective identification and resulting departmental or pastoral action
7. Working particularly closely with the Deputy Headteacher (curriculum) and the Head of Mathematics, English and Science to improve whole school performance
8. Work with parents and students to improve the progress of students falling behind
9. Lead, develop and help organise mentoring across the school
10. To line manage and work with the key departmental leaders each year that most need support and intervention.
11. To develop metacognition, independence and good study habits in students so that they become successful life long learners
12. To deliver high quality CPD to support raising standards, teaching and learning.

#### **Pupil Premium**

1. To monitor and track pupil premium students across the school, identifying areas for development.
2. To act as a champion for students who attract the Pupil Premium, leading work on their engagement and success with curriculum leaders and Heads of Year.
3. Work with groups of students, particularly pupil premium students, to raise aspiration and diminish the differences in achievement.

#### **Careers & Personal Development**

1. To line manage the careers and Personal Development lead
2. To take a strategic overview of careers and progression, supporting its development to fully meet all Gatsby Benchmarks
3. To take a strategic overview of Personal Development, working with the Behaviour and Attendance Assistant Headteacher on the pastoral curriculum, making sure that it meets the needs of students, the government and society

#### **Safeguarding**

1. To work closely with the Assistant headteacher in charge of safeguarding to support the development of respect and inclusivity among students and develop sanctions against young people who endanger these
2. To be a deputy safeguarding lead, supporting the Assistant headteacher designated safeguarding lead

### **Rewards and Recognition**

1. To further develop systems and processes that regularly reward and recognise students effort and learning
2. To support and develop the vertical tutoring process (once a term) and use this as an opportunity for student voice
3. To drive termly achievement and recognition assemblies
4. To lead and support the prize giving process

### **Community**

1. To garner student voice in areas of responsibility and respond proactively
2. To support the Parents, Teachers and Friends Association (PTFA) at Borden, working to help them organise activities for the school
3. To engage parents where possible with regards to curriculum and learning
4. To liaise with our Behaviour and Attendance Assistant Headteacher to support the development of primary outreach work.
5. To organise and support in year admissions.

### **General Leadership**

1. To consistently be a very effective teacher
2. To contribute as a member of Leadership Group (LG) to the development of the direction of the school;
3. To support and secure the commitment of others to the visions, ethos and policies of the school and promote the highest levels of achievement for students.
4. To lead on self-evaluation and development planning in the areas of responsibility covered by the role and support the overall aims and objectives of the school
5. To establish any necessary policies in line with the role and report to trustees
6. To report to Board of Trustees when required
7. To manage finances and resources properly
8. To carry out on-call, break and lunch duties and contribute to the daily management of the school
9. To support with behaviour management and dealing with incidents
10. To always be mindful of staff wellbeing, working in a sensitive and thoughtful manner, always balancing support and accountability
11. To complete any additional responsibilities commensurate with this job description, as required by the Headteacher

## Person Specification: Assistant Headteacher

The successful candidate will be a graduate of a recognised British University or international equivalent and will have QTS. He/she will have had teaching experience in an 11-18 school, including experience at middle and senior level.

Category	Essential	Desirable	Assessment
Education and Training	<ul style="list-style-type: none"> <li>Degree or equivalent</li> <li>QTS</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of further research and/or nationally recognised qualifications</li> </ul>	Interview (I) Application (A) Reference (R)
Professional Development	<ul style="list-style-type: none"> <li>Evidence of recent and appropriate professional development</li> <li>Significant contribution to CPD within current workplace</li> </ul>	<ul style="list-style-type: none"> <li>Involvement in a leadership development programme</li> </ul>	I, A, R
Previous Experience	<ul style="list-style-type: none"> <li>Experience of leadership</li> <li>Relevant teaching experience</li> <li>Appraisal responsibilities</li> <li>Pastoral or subject self-evaluation</li> <li>School Improvement Planning</li> </ul>	<ul style="list-style-type: none"> <li>Leadership experience in more than one school</li> <li>More than one middle leader role</li> <li>Whole school self-evaluation</li> </ul>	I, A, R

Skills & Knowledge	<ul style="list-style-type: none"> <li>• Knowledge of best practice and procedures in safeguarding</li> <li>• Thorough grasp of current issues</li> <li>• Outstanding classroom practitioner</li> <li>• Ability to promote effective teaching and learning strategies</li> <li>• Ability to articulate high expectations to staff, students and parents</li> <li>• Ability to analyse and interpret data for whole school improvement</li> <li>• Ability to use ICT effectively in leadership and teaching</li> <li>• Can support and challenge colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• DSL training</li> <li>• Quality Assurance Accreditation e.g. Cambridge Education</li> <li>• Collaboration with other schools at a middle leadership level</li> <li>• Working knowledge of SIMS and Management Information systems</li> </ul>	I, A, R
Other	<ul style="list-style-type: none"> <li>• Enhanced DBS</li> <li>• Commitment to equal opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Aspiring to Deputy headship</li> </ul>	I, A, R