**KENT COUNTY COUNCIL – BOWER GROVE SCHOOL**

**JOB DESCRIPTION**

**NAME:**

**JOB TITLE:** Assistant Head Teacher, Pathways

**SALARY:** L9-L12

**LINE MANAGER:** Deputy Head Teacher

# Main purpose

The assistant headteacher will support the headteacher and deputy headteacher in:

* Communicating the school’s vision compellingly and supporting the headteacher’s strategic leadership
* The day-to-day management of the school
* Formulating the aims and objectives of the school
* Carrying out policies for achieving these aims and objectives
* Have ambitious expectations for all pupils
* Managing staff and resources
* Monitoring progress towards the achievement of the school’s aims and objectives

The assistant headteacher will also have a timetabled teaching commitment of 10%, fulfilling the Teachers’ Standards and modelling best practice for others.

# Qualities

The assistant headteacher will:

* Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
* Build positive and respectful relationships across the school community
* Serve in the best interests of the school’s pupils

# Duties and responsibilities

*School culture and behaviour*

The assistant headteacher will:

* Promote a culture where pupils experience a positive and enriching school life
* Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
* Ensure a culture of staff professionalism is maintained.
* Be responsible for pupil behaviour within each Pathway to include supporting staff in the delivery of discipline for all pupils as well as monitoring and tracking pupil behaviour, introducing initiatives as appropriate.
* Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff, pupils and parents and clearly demonstrated by all adults in school
* Use consistent and fair approaches to managing behaviour, in line with the school’s behaviour policy
* Be responsible for pupil attendance within each Pathway. Monitor and strive to improve.
* To work effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate for individual pupils.
* To ensure statutory duties regarding the [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and EHCP’s are fulfilled for pupils within the key stage.
* To carry out the duties of a DSL in monitoring the safeguarding of all pupils within each Pathway.

*Pastoral, Interventions and Inclusion*

The assistant headteacher will:

* Promote practices that enable all pupils to access the curriculum
* Be responsible for successful systems accessing interventions for pupils with accurate measurement of pupil outcomes and progress
* Establish leadership of interventions and inclusion including the speech and language team, pupil mentors, Sensory and Wellbeing Team, Therapists and Attachment Support Workers
* To promote the use of a whole school social and emotional pupil tracking system
* To promote all pupil’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

*Teaching, curriculum and assessment*

The assistant headteacher will:

* Promote practices that enables all pupils to access the curriculum
* Be responsible for establishing and sustaining high-quality teaching across subjects and phases, based on evidence within each Pathway.
* Be responsible for ensuring the teaching of a broad, sequential and coherent curriculum within each Pathway that links with the whole school curriculum plan.
* Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
* Be responsible for successful systems assessing pupil’s knowledge, understanding and progress of the curriculum within each Pathway.
* Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read
* To promote the use of the whole school Phonics programme and ensure it is used consistently throughout each Pathway and links to the whole school phonics programme.

*Organisational management and school improvement*

The assistant headteacher will:

* Oversee systems, processes and policies so the school can operate effectively
* Ensure staff and pupils’ safety and welfare through effective approaches to safeguarding, as part of duty of care
* Ensure rigorous approaches to identifying, managing and mitigating risk
* Ensure effective use of budgets and resources
* Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school’s context
* Make sure these school improvement strategies are effectively implemented

*Staff management and professional development*

The assistant headteacher will:

* Performance manage middle leaders, including carrying out appraisals and holding staff to account for their performance
* Manage staff well with due attention to workload
* Ensure staff have access to appropriate, high-standard professional development opportunities
* Keep up to date with developments in education
* Seek training and continuing professional development to meet their own needs

W*orking in partnership*

The assistant headteacher will:

* Work with the governing body as appropriate
* Work successfully with other schools and organisations
* Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupil

Other areas of responsibility (to be decided after interview)

It is expected that the Assistant Headteacher role will undertake a significant leadership role in the following areas which are identified as:

* Lead on the whole school quality of education data and strategies (AHT KS1)
* Lead on whole school pupil progress (AHT KS2)
* Lead on the whole school behaviour data and strategies (Behaviour Lead)
* Lead on the whole school attendance data and strategies
* Lead on the school’s 16+ transition programme for pupils to include line managing the transition coordinator and oversee management of Work Experience Coordinator (AHT KS4)
* Lead on the whole school education visits including carrying out the role of an Education visits coordinator (EVC). (AHT KS2)
* Lead on the school’s Enrichment and Bower Grove Connected provision including exploring opportunities for outreach learning. (AHT – Pathways)
* Lead on the whole school pupil premium data and strategies
* Lead on the whole school House system
* Lead on the whole school staff induction programme (Induction Lead)
* Lead on the whole school community projects (AHT KS4)
* Lead and line manage the Pupil Mentor who organises Youth Club after school

They may also be required to undertake any of the duties delegated from the Headteacher commensurate with their grade and responsibility.

# Notes:

This job description will be reviewed on an annual basis through the Appraisal process. In addition, it may be amended at any time after consultation with the Head Teacher.

Last review date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Next review date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Post holder’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Headteacher’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Person specification (Bold indicates essential; *italics indicate desirable*)

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| criteria | qualities |
| Qualifications  and training | * **Qualified teacher status as defined by the DfE** * **Degree** * *Professional development in preparation for a leadership role* * *Team Teach* |
| Experience | * **Leadership and management experience in a school** * **Substantial teaching experience in key stage three and four** * **Proven track record of good/outstanding teaching & excellent outcomes** * **Involvement in school self-evaluation and development planning** * **Appraiser** * **Demonstrable experience of successful line management and staff development** * **Pastoral responsibility – behaviour management of children and young people.** * *Working with vulnerable children and families in a context of challenge* * *Designated safeguarding lead* |
| Skills and knowledge | * **Understanding of high-quality teaching, and the ability to model this for others and support others to improve** * **Demonstrate high quality teaching strategies.** * **Ability to observe and analyse lessons professionally and offer constructive feedback.** * **Understanding of school management with regard to governance, personal issues and finance.** * **Up to date knowledge of statutory regulations and guidance relating to the post** * **Effective communication and interpersonal skills who works collaboratively and effectively with others.** * **Deal successfully with situations that may include tackling difficult incidents and conflict resolution.** * **Ability to communicate a vision and inspire others effectively to a wide range of different audiences** * **Ability to build effective working relationships to lead and manage a school team(s) to successfully achieve goals.** * **Awareness of the school within the community.** * **Involvement in self evaluation and school improvement planning** * **An understanding of how vulnerabilities affect behaviour and attitudes to learning and ways to alleviate this** * **Knowledge and experience of working with pupils with ASC and mental health needs** * **Understanding of curriculum differentiation for inclusive practice** * **Knowledge of KS 4 professional qualifications and exams.** * **Analyse data to evaluate the performance of pupil groups & pupil progress.** * **Sound ICT skills** * **Ability to work at a highly confidential level.** * *Experience of effective behaviour management systems, including the use of rewards and sanctions* * *Awareness of behaviour monitoring systems including how to use data effectively* * *Teaching skills in a wide variety of subjects* * *Awareness of effective use of pupil premium funding to improve the outcomes for children and young people.* * *Knowledge of current legislation regarding all areas of special education* * *Awareness of the EHCP process* * *Some knowledge of how school operate within a Co-operative Trust.* |
| Commitment: demonstrate a commitment to | * **Equalities** * **Promoting the school’s vision and ethos** * **A high quality, stimulating learning environment** * **Relating positively to and showing respect for all members of the school and community** * **Ongoing relevant professional self-development** * **Safeguarding and child protection** * **Develop alternative curriculum opportunities to ensure all pupils achieve good attendance and positive outcomes** |
| Personal qualities | * **The ability to form good relationships and develop teams working closely in an atmosphere of openness, trust and professionalism** * **Can empower and motive others** * **Open and approachable** * **Caring, innovative and conscientious** * **Determined** * **Emotionally resilient** * **Pragmatic** * **Sense of humour** * **Dedicate to and driven by pupils’ welfare and progress** * **Able to lead from the front in a range of situations whilst empowering others to take control.** * *Provide evidence of work/life balance and examples of ‘life beyond’* * *To show care towards all members of the school community, even in difficult circumstances.* |