

JOB DESCRIPTION

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| Post: | Assistant Headteacher - Raising Standards / Initial Teacher Training |
| Reporting To: | Deputy Headteacher - Learning and Progress |
| Post Level & Grade: | L12 - L16 |

Role purpose

As an Assistant Headteacher, you will take responsibility for the academic and pastoral development of a College. Colleges are fundamental in creating a structure which drives excellent learning and creates valued communities in which all staff and students feel a sense of belonging. You will through your own work demonstrate the values and practices we expect from all within the school.

Through this role you will cover two key aspects of Raising Standards and ensuring the best learning in our school:

- Acting as Raising Standards Leader (RSL), identifying the key strategies we can use to continue increasing student attainment and ensuring these are implemented across the school
- Leading on the school provision for Initial Teacher Training (ITT), Early Career Teacher (ECT) and unqualified teachers. This will involve ensuring a highly effective programme that leads to qualification and the best possible start to teaching careers for those involved.

Main Duties:

College Academic Leadership

- To create a culture of aspiration, high quality teaching and love of learning within the College, where all students 'dream big and achieve'
- To lead on ensuring all those within the College, including subject leaders, are effective at understanding the strengths and areas for development within their own work area
- To line manage subject leaders, ensuring a professional blend of support and accountability in developing excellent learning and outcomes which exceed national averages
- To ensure rigorous evaluation procedures within the College which lead to consistent quality practice – especially in identified consistency areas
- To support subject leaders where progress or quality issues arise and ensure that actions have swift impact
- To work with subject leaders and the AHT (timetable/progress) to ensure that student progress is closely tracked, with any underachievement identified.
- To ensure that there are effective and closely monitored plans to tackle any underachievement. To review these plans regularly with subject leaders
- To ensure an effective curriculum within all College subjects, including long, medium and short term plans. Plans clearly show how learning develops over the year groups
- To engage with any whole school Raising Attainment Plans, supporting subject leaders where required
- To work with subject leaders to ensure that progress data is accurate, based on solid evidence and moderated where appropriate
- To work with subject leaders to ensure that the best practice is identified and shared, both within the College and across school

- To support subject leaders in ensuring the professional development of all teachers within the College, leading to consistently high quality teaching and learning
- To support subject leaders in the smooth running of administration tasks such as exam entries, timetable planning and resource allocation
- To ensure that there is effective development planning within the College, including College Improvement Plans and clear SOW for all subjects
- To support subject leaders in the strategic development of the subject so that it meets the needs of students and provides an aspirational environment for students to academically develop
- To ensure all those within the College follow whole school policies, including behaviour and rewards, effectively
- To ensure a work environment within the college which re-enforces our high expectations agenda, including high quality displays and professionally tidy work areas.

College Pastoral Leadership

- To create a College pastoral culture in which all students feel valued, supported and part of a community which is determined to see them succeed
- To develop a wider College culture in which students are proud to belong, aspire to be the best and care for each other
- To support base leaders in ensuring effective use of base time, so that students are well prepared for learning, supported pastorally and develop in their personal skills
- To support the PCL in proactively improving engagement, attendance and relationships within the College
- To deliver assemblies as required to further the whole school/College ethos or student personal development
- To work with the College ESL to ensure excellent attendance and punctuality, meeting targets as set out in the school improvement plan
- To work with the College ESL is addressing pastoral issues, such as personal issues, learning engagement and general behaviour concerns
- To support the ESL and/or the base leader (where required) in meeting with parents regarding any pastoral issues, including attendance, behaviour and general engagement
- To monitor all aspects of pastoral welfare, including attendance, behaviour, exclusions and reward data. Ensure actions are in place where any concerns arise
- To promote students wider school involvement including taking part in trips and enrichment, student leadership and student voice
- To initially investigate and implement actions following parental concerns or complaints, supported by the relevant Deputy Headteacher where required
- To work with the DHT (Learners) where College level actions are not able to address issues
- To ensure that all parental communications are swiftly addressed and that we work as an effective 3-way partnership as far as possible (school, student and parent).

Whole School Responsibility

- Work with external agencies, partner schools and wider organisations, such as PiXL, to identify the most effective strategies to raise attainment from a teacher and student perspective.
- Work with SLT and in particular AHT (CPD) to ensure effective raising attainment classroom practices are implemented in the CPD schedule
- Work with SLT and wider staff to implement student based raising attainment strategies, such as effective revision techniques
- Work with the DHT (Learning) to analyse data and identify where the best practice may be shared as well as additional raising attainment strategies may be implemented. Support individual subject leaders with raising attainment strategies where required
- Lead on the school provision for Early Career Teachers (ECT), Initial Teacher Training (ITT) and unqualified provision. This will include line managing other staff in this area (ECF Lead and ITT support)

- Ensure that there is strong support and monitoring in place so that all ITT/ECT/Unqualified teachers are able to learn quickly and develop highly effective practice
- Ensure all training requirements are met within required schedules, including registration, reviews, reports and final sign off
- Act as the main link person with external agencies relating to ITT/ECT
- Lead on the accuracy and effectiveness of student assessments and student reports across the school
- Act as line manager for PPG, ensuring the PPG lead is effective in supporting students as shown in our PPG plan.

Other duties

- To undertake an appropriate programme of teaching in accordance with the duties of a Classroom Teacher
- To ensure effective financial management, including monitoring of budgets and ensuring value for money in all aspects of the role
- Line Management of staff as per the staff handbook plan
- To undertake any other duties that the Headteacher may reasonably request.

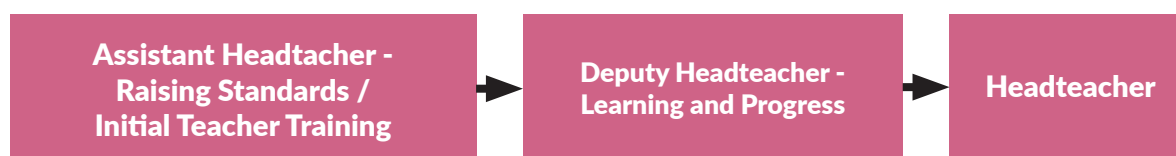
Note

- The above responsibilities are subject to the standards, general duties and responsibilities contained in the statement of Conditions of Employment, having due regard to the requirements of the National Curriculum, the school's aims, objectives and schemes of work and any policies of the Governing Body
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed and may be subject to modification or amendment at any time after consultation with the post holder.

Person Specification

| | Criteria |
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| Qualifications | <p>Essential</p> <ul style="list-style-type: none"> Graduate level education Qualified Teaching Status <p>Desirable</p> <ul style="list-style-type: none"> Evidence of professional development (NPQML/SL etc.) Willingness to undertake further professional development |
| Experience | <p>Essential</p> <ul style="list-style-type: none"> Extensive school leadership experience Experience of pastoral leadership of students, including managing behaviour and parent liaison Experience of data tracking and evaluating impact of initiatives Experience of effective pastoral interventions to improve engagement A proven track record of improving attendance of cohorts of students Experience of effective line management of teaching and support staff. |
| Skills and abilities | <p>Essential</p> <ul style="list-style-type: none"> A real drive to make our school the best it can possibly be for the benefit of all students An ability to proactively identify an area for improvement, logically plan, effectively implement and see through until the initiative is fully embedded in the school culture Attention to detail, ensuring all appropriate policies and procedures are followed Skills to engage and effectively line manage to get the best out of those you work with Skills to engage students and parents with the school ethos and expectations A creative mind to develop strategies that engage hard to reach students or parents Ability to see this role as part of the whole school team and see the bigger picture as required An ability to always value working with young people, when it is rewarding and when it is more difficult. |
| Knowledge | <p>Essential</p> <ul style="list-style-type: none"> Knowledge of principles/practices of professional development programmes Knowledge and understanding of all relevant safeguarding, behaviour and personal development expectations relating to schools. <p>Desirable</p> <ul style="list-style-type: none"> Ability to use ICT effectively and efficiently to achieve leadership outcomes |
| Behaviours | <p>Behaviours which are compatible with our school vision, including:</p> <ul style="list-style-type: none"> We achieve the best outcomes when all staff work together in a supportive collaborative environment High expectations in all aspects of our work Staff and students can 'enjoy the journey'. <p>In addition, we expect the following:</p> <ul style="list-style-type: none"> A 'can do' attitude where all possible avenues are explored to achieve the best outcomes for students A commitment to safeguarding and promoting the welfare of children Flexibility to work as required to achieve the best outcomes for students Integrity and professional pride to do the job properly Rigorous, consistent, and logical approach to ensuring all procedures and policies Good sense of humour and ability to relate to colleagues, stakeholders, parents, and students. |

Organisation



Signed (Postholder): _____

Dated: _____

Headteacher: _____

Dated: _____