



Post Title	Assistant Head Teacher
Responsible to	Head Teacher
Type	Full Time / Term Time Only, dependent upon the needs of the School as deemed by the Headteacher.
Base	Pierview Academy
Job Purpose <p>Assistant Head Teacher in an independent school, for up to 40 learners with special educational needs and challenging behaviour.</p> <p>The post holder will at times be required to deputise for the Head Teacher in their absence and support the Head Teacher and other Senior Manager(s) in providing professional leadership for this school that secures its success and improvement, ensuring high quality education for all its learners and improved standards of learning and achievement. They will guide the school's Lead Teacher(s), Teachers, Tutors and LSA's to ensure successful teaching and learning in relation to the school's Curriculum Policy.</p>	
Key Tasks and Activities: Role Specific <ol style="list-style-type: none"> 1. To manage and develop Lead Teacher(s), Teachers, Tutors, LSA's and other members of staff working in the school to ensure that effective educational and social programmes are delivered to learners. 2. To ensure all curriculum areas within the school are established and well implemented. 3. Develop schemes of work and lesson plans in line with curriculum objectives and the Curriculum Policy. 4. To ensure that learners have the opportunity to participate in a curriculum and a range of activities that match their interests, age and ability. 5. To assist in creating a safe and productive learning environment that is engaging and fulfilling for all learners and staff. 6. Assist the Head Teacher in carrying out staff appraisals. 7. Lead and contribute to staff meetings. 8. Attend and contribute to Senior Leadership Teams meetings and Local Leadership Group meetings when requested. 9. Deliver and / or organise staff training to ensure staff can complete their jobs effectively and to the correct standard. 10. Have an active teaching role and provide support to learners with both onsite and offsite activities. 11. To provide support to learners with regard to their personal and social development. 	

12. Lead in maintaining appropriate records which can be used to monitor and evaluate the effectiveness of the school and learner progression.
13. Assist in maintaining appropriate records which can be used to monitor and evaluate learner progress such as:
 - Individual Education Plans
 - Staff rotas
 - Risk assessments
 - Incident reports
 - Accident reports
 - Positive Handling Plans
 - Well-Being Measures
 - Safeguarding Concerns
 - Learner files
 - Records of academic progress
14. Maintaining good communication with parents, carers and other professionals.
15. To assist in ensuring that all staff comply with company policies and procedures.
16. To assist in ensuring safe, fair and responsible practices are being met in accordance with the Health and Safety procedure. This is on the understanding that 'welfare needs' take priority over educational needs should a conflict between the two arise.
17. To attend training sessions and meetings as requested.
18. To comply with all organisational policies and procedures and to set a good example to the rest of the staff and learners.
19. Assist and / or lead with the delivery of and organisation of EHCP annual review meetings, PEP meetings and other meetings regarding the welfare of learners.
20. Conduct teacher observations and learning walks
21. To be flexible to carry out any other duties which may be required from time to time to assist the organisation in fulfilling its obligation towards our learners and stakeholders.

To be responsible for all teaching and learning in the school, this includes:

1. To be a first point of reference for teaching staff with regard to all matters directly related to the education of learners.
2. Working with the Head Teacher, to implement a common educational curriculum and policy.
3. Normal teaching duties as required and deemed appropriate by the Headteacher
4. Helping to set work and monitor marking and storage of work.
5. Support all staff directly involved in teaching to ensure effective schemes of work, lesson plans, resources and tracking of learner progress is in place.
6. Monitoring learner progress and carrying out progress checks using standard tests and assessments in use in the schools.
7. To check teachers/tutor's planning folders on a weekly basis to ensure that plans are produced for all lessons.
8. To check learner records on a daily basis to ensure that they are kept up to date and accurate.
9. To ensure the correct arrangements are in place when learners are ready to take basic and functional skills tests/examinations.
10. To file completed tests, certificates and results in learners' files.
11. To monitor educational resources throughout the centre and make sure that they are appropriate to the curriculum.
12. To compile reports/attend review meetings/professionals meetings etc. as required by the Head Teacher and members of the Executive Team
13. To regularly monitor staff sickness, attendance and annual leave in conjunction with the Head Teacher.

Teaching and Learning Activities (when applicable):

1. To use clearly structured teaching and learning activities that interest and motivate learners and advance their learning.
2. To communicate effectively and sensitively with learners to support their learning.
3. To promote and support the inclusion of all learners in the learning activities in which they are involved.
4. To use behaviour Leadership strategies, in line with the school's policy and procedures, which contribute to purposeful learning environments.
5. To advance learners' learning in a range of settings, including working with individuals and small groups in community provision and from their homes where appropriate.
6. To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
7. To organise and manage safely the learning activities, the physical teaching space and resources.

Planning and Expectations

1. To plan and prepare lessons when required.
2. To select and prepare teaching resources that meet the diversity of learners' needs and interests.
3. To plan opportunities for learners to learn in out-of-centre contexts, in accordance with the school's policies and procedures.
4. To create and update course files relevant to the subject criteria.

Monitoring and Assessment

1. To evaluate learners' progress through assessment of portfolios along with a range of other assessment activities.
2. To monitor learners' responses to learning tasks and modify their approach accordingly.
3. To monitor learners' participation and progress, providing feedback to teachers/tutors and Leadership, and giving constructive support to learners as they learn.
4. To contribute to maintaining and analysing records of learners' progress.

Knowledge and Understanding

1. To have sufficient understanding of a variety of curriculum areas to support learners' learning.
2. To be familiar with the curriculum, the age-related expectations of learners, the main teaching methods and the testing/examination frameworks in a variety of subjects and age ranges in which they are involved.
3. To demonstrate an understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved and understand the place of these in the related teaching programme.
4. To know how to use ICT to advance learner's learning and use common ICT tools for their own and learners' benefit.
5. To know the key factors that can affect the way learners learn.
6. To have or be working towards Qualified Teacher Status
7. To be fully aware of the statutory frameworks relevant to their role.
8. To know the legal definition of Special Education Needs and Disabilities (SEND), and be familiar with the guidance about meeting SEN given in the SEND Code of Practice.
9. To be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.

Personal Development and Well-Being

1. To support the school's drive for high standards by treating learners with respect and, in turn, promoting the schools ARRRTT philosophy.
2. To support and contribute to the school's commitment to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.
3. To maintain high expectations of all learners, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
4. To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in learners' learning.
5. To be able to improve your own practice, including observation, evaluation and discussion with colleagues.

Key Performance Indicators

1. Whole school attainment (learner progress and outcomes)
1. Forming a clear view of the Quality of Teaching, Learning and Assessment in line with the Ofsted Deep Dive approach
2. Proportion of learners successfully engaged with the school and gaining appropriate accreditation or progress
3. Learner and parent/carer level satisfaction.
4. Success and suitability of curriculum within the school

Expectations and Values

ALP Schools are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work for the school, the postholder will also be expected:

1. Act as an ambassador for ALP Schools by supporting our values and expectations of learning within the community.
2. Be a significant presence and role model for learners and staff.
3. Follow and where appropriate enact all relevant policies, procedures and guidelines.
4. Contribute to development through team planning and review meetings.

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or comes into contact with.

Special Factors:

1. The nature of the work will involve the post-holder carrying out work outside of normal working hours.
2. The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
3. Expenses will be paid in accordance with the school policy.
4. This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Equality and Diversity Statement

Parkview Academy is committed to achieving equality for all those who learn and work with us, and wishes to develop a fair and supportive environment, which provides equality of opportunity and freedom from unlawful discrimination on the grounds of race, colour, nationality, ethnic origin, gender, gender identity (transsexuality), marital or civil partnership status, disability, sexual orientation, religious or political beliefs, age, social class or offending background.

Staff in Human Resources play a critical role in developing, maintaining and supporting equality and diversity in employment. All staff have a legal and personal responsibility to uphold the School's policies.

Equality of opportunity is embedded in the recruitment and selection of staff, training, promotion, performance and development management, induction, probation, and communication and elsewhere. We endeavour to treat people fairly on the basis of individual need and to build a workforce which is diverse.

A variety of training courses, some mandatory, on equality and diversity are organised through our Staff Development.

Person Specification

Essential (E) Desirable (D)

Education and Qualifications

- To have achieved a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework. (E)
- Educated to degree level or above (E)
- Qualified Teacher Status or a suitable equivalent (E)
- Leadership Qualification (D)

Experience

- Relevant experience of addressing school exclusion, including but not limited to; youth work, alternative education provisions, community development, dealing with vulnerable people and those with complex needs, behaviour and SEND. (E)
- Experience and good knowledge of working with young people with special educational needs and disabilities. (E)
- A strong track record of developing new ideas and initiatives in an educational setting (E)
- Direct experience of successfully working towards Ofsted regulations (E)
- Experience of working with clear guidelines, procedures and adhering to child protection (E)
- Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies (E)
- Understanding of working with people with challenging behaviour / complex needs / disabilities. (E)
- Ability to quickly establish relationships with young people, vulnerable people and families with complex needs. (E)
- Experience of delivering presentations (E)
- Experience of managing a team (E)
- Experience of running workshops and consultations (D)

Knowledge, Skills and Abilities

- Proven track record of using own initiative to deliver against business objectives (E)
- Proactive approach to problem solving (E)
- Ability to work flexibly in a rapidly changing environment (E)
- Excellent presentation skills (E)
- Strong understanding of young people, education and the national curriculum (E)
- Computer literate (Word, Excel, Outlook and internet) (E)

- Excellent interpersonal skills, inc active listening (E)
- Strong organisational, planning and time Leadership skills (E)
- Ability to be a strong team player (E)
- Knowledge of current good practice and legislation in relation to education (D)
- Excellent written and communication skills (D)

Personality and Social Skills

- An empathetic nature (E)
- Mature and professional approach to young people with challenging behaviour and special educational needs. (E)
- Ability to maintain confidentiality in the light of handling sensitive information (E)
- Good communication and social skills, with a good sense of humour (E)
- Ability to work flexibly with reference to time and location and meet deadlines (E)
- Ability to cope with difficult interpersonal behaviour and language (E)
- Demonstrate a consistent and positive attitude to challenges (E)
- Demonstration of a solution focussed and flexible approach to Leadership (E)
- Capacity to work under heavy and complex workloads (E)

Other Factors

- Full and current driving licence with use of a vehicle for work (E)
- Willingness to drive a company vehicle (D)