

## JOB DESCRIPTION

Job Title:	Assistant Headteacher
School:	Smarden Primary & Nursery School
Location:	Pluckley Rd, Smarden, Ashford, TN27 8ND
Reporting To:	Headteacher
Key Internal Relationships:	Headteacher, SLT, Regional Director, Regional Business Manager, Teaching and Support Staff, Lead Practitioners, other TKAT academies

### Our Commitment

Be Who You Are at TKAT - This Job Description represents the role as we see it in its entirety. We do not expect candidates to have in-depth experience of every element on application, but we do expect to provide you with the support and flexibility you need to get there and to enable you to do it your way. We want to demonstrate to our children and young people what a good, inclusive employer looks like in order to inspire them to be whoever they want to be.

Safeguarding - TKAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Offers of employment will be subject to the full Safer Recruitment process, including an enhanced disclosure and barring service check.

Equal Opportunities - TKAT is committed to equality of opportunity. We welcome applications from all suitable candidates, regardless of any protected characteristic for example race, gender, sexual orientation, disability or age. All applications are treated on merit. This includes applications from individuals wishing to work full time, part-time or on a flexible basis.

### Job 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.
- Be responsible for creating a CPD programme that engages individuals and groups and improves their proficiency and job satisfaction in their role
- Formulating the aims and objectives of the school.
- Establishing policies for achieving these aims and objectives.
- Monitoring progress towards meeting the school's aims and objectives.
- Be responsible for ensuring equality of opportunity for all.
- Take responsibility for promoting and safeguarding the welfare of children within the school and trust.
- Work inline with the school ethos and the trusts' vision.

## Duties and Responsibilities

### School culture and behaviour

- Create 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.
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by students and staff which are demonstrated clearly by all adults.
- Use consistent and fair approaches to managing behaviour, in line with the schools behaviour policy.

### Teaching, curriculum and assessment

- Establish and sustain high-quality teaching across subjects and phases, based on evidence.
- Ensure the teaching of a broad, structured and coherent curriculum.
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities.
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.
- Ensure the use of evidence-informed approaches to reading so all pupils are taught to read.

### Additional and special educational needs and disabilities(SEND)

- Promote a culture and practices that allow all pupils to access the curriculum.
- Have ambitious expectations for all pupils with SEN and disabilities.
- Make sure the school works effectively with parents, carers and professionals to identify additional needs, and provide support and adaptation where appropriate.
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

### Organisational Management

- Establish and oversee systems, processes and policies so the school can operate effectively and efficiently.
- 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

- 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.

#### Governance, accountability and working in partnership

- Work with the governing board as appropriate.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Work successfully with other schools and organisations.
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.

#### Assessment

- Lead on the whole-school assessment strategy, ensuring it is rigorous, well-evidenced and is easy to communicate to pupils and parents.
- Track and analyse pupil performance data, paying particular attention to disadvantaged groups such as those eligible for the pupil premium, those with special educational needs, or who speak English as an additional language (EAL).
- Plan and implement interventions for those pupils who are not progressing.
- Provide training and support for teachers and support staff on administering the assessment system effectively.

#### Pastoral

- Establish and implement whole-school systems for pupil wellbeing
- Conduct pupil voice surveys to ensure they feel happy and safe in school, championing the importance of pupil voice to other members of the senior leadership team
- Provide staff with training and support so they can play a part in enhancing pupils' personal development.
- Promote and evaluate the effectiveness of the school's behaviour policy and strategies.
- Monitor pupil attendance and ensure it is continuously improving.
- Analyse whole-school data on attendance, behaviour, exclusions and wellbeing to inform future improvement strategies.

#### Other areas of responsibilities

- Take on specific tasks related to the day to day administration, organisation and running of the school as requested by the headteacher.
- To liaise as necessary with any other recognised body or agency in the furtherance of the school's needs, or those of any pupil, employee or parent/carer.

- To attend relevant meetings and events outside the normal school day for example Parent Teacher Association events and governor meetings.
- To help to maintain the school's positive online presence.
- To work with TKAT, and any other school within the trust.
- Actively promote and follow School and TKAT policies and procedures.
- Uphold, support and demonstrate the TKAT vision, purpose and values.
- Any other additional duties reasonably requested by the Headteacher.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or line manager. This job description may be amended at any time in consultation with the postholder.

## PERSON SPECIFICATION

Selection Criteria	Essential (E) or Desirable (D)	Assessed By
<b>Qualifications, Training and CPD:</b>		
Qualified teacher status.	E	Application
Degree.	E	Application
Professional development in preparation for a leadership role.	D	Application
Experience of successful induction of new teachers.	D	Application
<b>Experience:</b>		
At least two years classroom teaching experience.	E	Application & Interview
Experience of at least two key stages.	D	Application & Interview
Excellent classroom practitioner.	E	Application & Interview
Involvement in school self-evaluation and development planning.	D	Application & Interview
Demonstrate experience of successful line management and staff development.	E	Application & Interview
<b>Knowledge and Skills</b>		
Ability to manage change in a school, monitoring and evaluating its impact.	E	Application & Interview
Data analysis skills, and the ability to use data to set targets and identify weaknesses.	E	Application & Interview
Knowledge of the different assessment systems used to track progress.	E	Application & Interview
Understanding of high-quality teaching, and the ability to model this for others and support others to improve.	E	Application & Interview
Awareness of current and future developments in education and the implications of these.	E	Application & Interview
Understand the principles of planning from the EYFS and the NC.	E	Application & Interview
Understanding of school finances and financial management.	D	Application & Interview

Effective communication and interpersonal skills.	E	Application & Interview
Ability to communicate a vision and inspire others.	E	Application & Interview
Ability to build effective working relationships.	E	Application & Interview
Awareness of strategies to raise pupil achievement.	D	Application & Interview
Knowledge and practice in using a range of behaviour management techniques.	D	Application & Interview
Knowledge of the SEN code of practice.	D	Application & Interview
<b>Personal Attributes:</b>		
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.	E	Application & Interview
A commitment to inclusive education and willingness to respond to the needs of individual learners.	E	Application & Interview
Ability to work under pressure and prioritise effectively.	E	Application & Interview
Commitment to equality of opportunity for all.	E	Application & Interview
Have a drive to reduce barriers to learning.	E	Application & Interview
Understand the need to promote oneself as a positive role model.	E	Application & Interview
Commitment to maintaining confidentiality at all times.	E	Application & Interview
Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.	E	Application & Interview
Flexible and approachable.	E	Application & Interview