

Job Description

POST:	Assistant Headteacher Assessment and Progress
RESPONSIBLE TO:	Deputy Headteacher Curriculum
SALARY:	Leadership Scale - L10 - L14
LOCATION:	The Wilnecote School
WORKING PATTERN:	1.0 FT
DISCLOSURE LEVEL:	Enhanced DBS Check with Childrens Barred List Check
KEY RELATIONSHIPS:	SLT, OLT, HODs, Heads of Year, teaching/support staff, external agencies and parents.
RESPONSIBLE FOR:	Leading the development of 'Assessment and Progress' and supporting the strategic leadership of the school.

MAIN PURPOSE:

- To be an active and supportive member of the Strategic Leadership Team (SLT) and contribute to the Strategic Leadership of the schools in the Trust as part of our SLT
 - Ensure that our aims, ethos and values are put into practice and we make significant progress across the school
 - Shadow and support the work of the Deputy Headteacher and other senior leaders
 - Model operational and strategic excellence
- To work with the Deputy Headteacher Curriculum to develop and realise a high quality of education leading to students achieving strong progress and ambitious standards.
- To raise levels of achievement and standards through high quality line management and the implementation of a robust and effective professional development system.
- To contribute to the development and leadership of all teams.
- To model our values as an active and positive contributor to the success of the school as a member of SLT.
- To ensure schools are distinctive as centres of excellence.
- To deputise for the Deputy Headteacher Curriculum and Progress as and when necessary. In the absence of the Deputy Headteacher Curriculum and Progress, assume overall responsibility for the curriculum and assessment processes.
- To ensure the effective and efficient deployment of resources to achieve value for money.
- Ensure a positive and purposeful learning centred partnership with the community.

SPECIFIC RESPONSIBILITIES:

ASSESSMENT AND PROGRESS

Collaborate with the Deputy Headteacher Curriculum to:

- Lead School on the setting and agreeing of aspirational progress targets for students and subjects
- Be an excellent role model for all staff in every aspect of classroom practice.



- Lead and undertake quality assurance processes and activities to support high standards in curriculum intent, implementation and impact contributing to accurate self-evaluation of departments and the school.
- Lead a culture where less good teaching is challenged and improved.
- Identify and implement improvement plans and relevant training to ensure high standards in curriculum planning, delivery and the use of assessment are maintained.
- Work alongside the Deputy Head Curriculum to lead assessment and progress across the school.
- Work alongside the Deputy Head Curriculum to lead exams across the school.
- Work alongside the Deputy Head Curriculum to lead on effective assessment structures and policies.
- Work alongside the Deputy Head Curriculum to lead on the pathways process and consultation evenings as well as the whole school reporting process.
- Ensure formative assessment is used effectively to impact positively on student outcomes.
- Work collaboratively with other senior leaders to develop systems to effectively inform students and parents/carers.
- Lead whole school interventions strategy at key stage 4.
- Ensure all assessments are robust and accurate
- Lead on the use of assessment and impact data to identify underachievement across the school.

OTHER RELEVANT RESPONSIBILITIES:

STRATEGIC PLANNING

Collaborate with the Deputy Headteacher Curriculum to:

- Support and communicate the agreed vision and strategic direction so that it is shared, understood, defined and implemented by all stakeholders.
- Support the creation and implementation of the strategic plan and annual improvement plans, to secure whole school improvement.
- Keep all planning documentation under continuous review.
- To lead by example and provide inspiration and motivation to the whole school community supporting the generation of an over-arching ethos and associated policies for the school which promotes high levels of progress and attainment within an inclusive, caring and safe environment.
- Play a key role in raising attainment and aspiration ensuring the school achieves its performance targets and the best outcomes for all children and young people.
- Challenge, motivate and empower others to gain ambitious outcomes.
- To be aware of the changing educational environment.
- Participate in recruitment and selection.
- Work collaboratively with SLT to participate in self-evaluation processes that lead to the identification of key priorities.
- Work with SLT to achieve the short, medium and long term strategic aims of the school.
- Take a lead role in planning, monitoring and evaluating key areas of accountability.

RAISING ASPIRATIONS, ACHIEVEMENT AND ATTAINMENT

Collaborate with the Deputy Headteacher Curriculum to:

- Support and develop a culture of engagement with learning across the school.
- Support and develop others to address the needs and aspirations of all children and young people through personalised learning, intervention and mentoring.



- Support and promote a culture of continuous improvement to evaluate and improve performance based upon a sound process of effective planning and assessment for every child and specific groups.
- Support the development of effective systems for communicating with students, parents, staff and governors to ensure that individual targets and progress are achieved.
- Support and develop a culture of engagement with learning across the school.
- Collaboratively lead Quality of Education and constantly review its effectiveness.

DEVELOP SELF AND OTHERS

Collaborate with the Deputy Headteacher Curriculum to:

- Lead by example and create a shared commitment and responsibility for the school through collaborative team work, distributed leadership and professional reflection.
- Build a collaborative culture which positively embraces change and progression through staff empowerment and team work.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture and to allow an appropriate work/life balance.
- With the SLT ensure effective induction, support and training for new staff and trainee teachers.

MANAGE THE ORGANISATION

Collaborate with the Deputy Headteacher Curriculum to:

- Support the maintenance of effective systems for safeguarding all students working with external agencies as required.
- Lead by example, be personally visible and committed, whilst adopting a strong and flexible leadership style.
- Support the critical evaluation of the school's performance and contribute to development initiatives.
- Communicate openly with the Headteacher to ensure Trust members and Governors are reported to and updated on a regular basis.
- Ensure structures deliver continuously increasing student progression, attainment and achievement.
- Deputise as and when required.
- Lead assemblies that develop the moral values of young people.

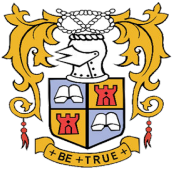
SECURING ACCOUNTABILITY

Collaborate with the Deputy Headteacher Curriculum to:

- Promote a culture of self-evaluation among the whole school staff so that they feel accountable for the success of the School.
- Line manage a group of staff.
- Help to ensure that all staff have a clearly defined set of responsibilities and accountabilities
- Secure robust School Self Evaluation and quality assurance procedures
- Support and implement the mechanisms for reporting to all key stakeholders at agreed intervals that are robust and fit for purpose.
- Carry out other management responsibilities and tasks allocated.

STRENGTHEN THE COMMUNITY

Collaborate with the Deputy Headteacher Curriculum and Progress to:



- To actively support and promote cohesion in the wider community through developing and delivering a range of provision, within and outside the school designed to break down social, economic and cultural barriers.
- Maintain and promote positive strategies for challenging racial and other prejudice and dealing with harassment.
- Collaborate with agencies to ensure the academic, spiritual, moral, social and cultural wellbeing of students and their families.
- Develop and maintain effective partnerships with other primary and secondary schools including the Local Authority, the wider Trust and other agencies to further improve student welfare and achievement.

OTHER:

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- Contribute to a adopt school Health and Safety Policy and practice
- This job description may be changed by the Headteacher in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job title.

SAFEGUARDING CHILDREN

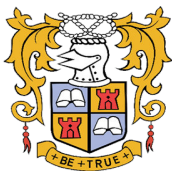
CAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Head of Human Resources. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

ENGLISH DUTY

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.



Person Specification

Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

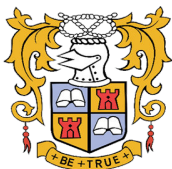
Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures our schools are among the best in the country.



Key Competencies and Behaviours

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Relevant degree • Qualified teacher status • Competence in the effective use of ICT on a day-to-day basis • Evidence of relevant professional development relating to school management and current educational developments • Appropriate qualification, experience and any other requirements needed to perform the role in relation to safeguarding and promoting the welfare of children and young people 	<ul style="list-style-type: none"> • Higher qualification in education and/or management • Has completed a National Professional Qualification in leading teaching or willingness to complete.
Experience	<ul style="list-style-type: none"> • Proven high standards of classroom practice • Teaching experience across the full ability and age range in a variety of school contexts • Successful leadership experience in a secondary school • Proven record of raising standards of achievement and sustaining improvement through self-evaluation and strategic planning • Experience of taking responsibility for implementation of whole school development • Experience of building and maintaining effective relationships with parents, carers, partners and the community • Evidence of effective line management of others • Experience of implementing and evaluating assessment structures across the curriculum • Experience of working with Heads of Departments with a coaching role 	<ul style="list-style-type: none"> • Experience of latest data analysis tools • Experience of working with Governors and other stakeholders • Experience of efficient budget management and resource deployment
Personal Qualities	<ul style="list-style-type: none"> • Excellent attendance and punctuality record • High level of commitment to inclusive education and Equal Opportunities • Is committed to raising standards for all students in pursuit of excellence • High level of integrity, honesty and fairness • High professional standards • Demonstrate ability to work under pressure • Have strong leadership skills which recognise and respond to difficulties as well as celebrate the achievements of the school • Ability to lead, inspire, motivate and manage people • Committed to effective working relationships, giving and receiving support from others • Lead by example and model excellent practice • Ability to communicate as an active listener, orally and in writing • Good reasoning powers and the ability to make considered decisions in a variety of situations • Readiness to reflect on practice • Self-motivated and able to work with initiative • Demonstrate effective time management skills • Strong commitment to the school ethos • Has a real presence and personal impact within school 	<ul style="list-style-type: none"> • Understanding of staff-wellbeing strategies



Leadership and Management	<ul style="list-style-type: none"> • Ability to consistently demonstrate and actively promote a commitment to safeguarding and promoting the welfare of children and young people in a safe, secure and healthy school environment • Ability to monitor and evaluate own and others work, acknowledging excellence and challenging poor performance across the school • Assess impact of work on outcomes for students and stakeholders • Share and develop commitment to the school ethos and vision. Inspiring, challenging and empowering others to carry the vision forward • Show a clear knowledge and understanding of the implication of current educational developments and legislation relevant to specific areas of responsibility • Implement and manage change to effect improvement • Challenge, influence and motivate others to set appropriate and challenging targets • Promote the development of staff and to build capacity • Commit to and have experience of successfully developing and managing high performing teams • Work with other agencies for the well-being of all students and their families taking the lead in multi-agency approaches when necessary • Use comparative data for benchmarking and target setting purposes and develop relevant strategies for performance improvement • Ability to use various platforms of assessment and to collate & interpret data to measure impact 	Experience of using and analysing data within SIMS and SISRA
Other	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people • Willingness to undergo appropriate checks, including enhanced DBS Checks • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	

Job Description Acknowledgement: I have received, reviewed and fully understand the job description for Assistant Headteacher. I further understand that I am responsible for the satisfactory execution of the essential functions described therein, under any and all conditions as described.

Employee Name:

Employee Signature

Date :