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## Job Description for Associate Assistant Headteacher

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<b>Responsible To:</b>	Assistant or Deputy Headteacher
<b>Grade:</b>	L8
<b>Key Relationships:</b>	Headteacher, Deputy Headteachers, Assistant Headteachers, School Leadership Team; relevant teaching and support staff; LA representatives; external agencies; parents; local community

The school wishes to appoint an enthusiastic, ambitious and committed individual to the role of Associate Assistant Headteacher to increase its leadership capacity for the next academic year. This role will include the direct line management of key persons depending upon the roles agreed at interview, ensuring the highest standards of teaching, learning and achievement are secured.

The specific areas of responsibility will be agreed at interview, but could be; leading on whole school attendance, providing capacity to the KS4 achievement team, leadership of the Middle Leader programme, strategic responsibility for the line management of 6<sup>th</sup> form and closely working with the head of 6<sup>th</sup> form to improve the quality of T&L in 6<sup>th</sup> form, outcomes and attendance.

### OVERALL PURPOSE OF THE POST

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- To lead in the monitoring, evaluation and review of quality of education and personal development, behaviour and attitudes in your subject area and a whole school area of responsibility to be discussed and agreed at interview.
- To play a leading and highly visible role in the day-to-day management of the Faculty, ensuring both the pastoral and academic success of all students across the Faculty.
- To oversee the strategic management of data, assessment and target setting (including reporting achievement data to governors and external bodies as required), working with the Headteacher and Deputy Headteachers to set challenging and aspirational targets within the designated Faculty area.
- To establish successful raising achievement plans and intervention programmes for Years 7-13 within your subject area and any other areas of responsibility.
- To establish, within the designated Faculty area, a range of successful intervention programmes to close the gap, with particular focus on specific groups of students, to include: SEN, disadvantaged and More Able.
- To ensure that every member of team within the designated Faculty, has a bespoke teaching and learning programme which ensure that good or outstanding lessons can be consistently delivered.
- To be responsible for the Pupil Premium Strategy to improve the educational outcomes for disadvantaged students focusing on targeted academic support and wider non-academic strategies within the school to ensure that all students regardless of background or ability are well supported and able to thrive.
- To work in collaboration with Assistant Headteachers to plan, lead and quality assure Year 11 intervention strategies that ensure that every child is provided with the support required to achieve the minimum expected grade. This will involve whole cohort and targeted interventions. Examples of interventions include period 6, holiday and weekend revision sessions, small group tuition, formal assessments (outside of PPEs) and walking talking mocks.
- To work in collaboration with the Assistant Headteachers to identify and allocate government funding to support students and other intervention programmes including NTP.
- To work with other colleagues from across the Trust to develop and determine practice at a subject level.
- Annual senior leadership responsibilities will be negotiated depending on the needs of the school and strengths of the successful candidate.

## **General Expectation of members of the senior leadership group:**

### **Shaping the Future: Strategic Direction**

- a) To make a significant and notable contribution to the strategic development of the school as well as taking personal responsibility for the leading, monitoring and successful completion element in relation to student experience within the strategic plan.
- b) To actively support as well as strategically develop and maintain school policies and practices that promote high expectations, high achievement and inclusion through effective teaching, learning and behaviour strategies.
- c) To energetically support the leadership of an agenda of significant change, to raise standards and outcomes in all areas of school life as it moves to become outstanding.
- d) To work at the direction of, and in conjunction with, the Headteacher to translate the vision into agreed priorities, action plans and demanding key performance indicator's and targets aimed at maximising every student's personal progress and achievement, whilst promoting ongoing school improvement.
- e) With the Headteacher, ensure that plans resulting from the strategic direction agreed for the school are rigorously evaluated and result in courses of action that are competently implemented and thoroughly embedded to effectively evidence impact.
- f) To work with the Headteacher to develop and sustain a challenging and clearly articulated vision for the School, which sets high standards for all students and which is understood, shared and acted upon effectively by students, staff and the Trust Board.
- g) Demonstrate the Mission and Values of the school and Trust in everyday work and practice. Motivate and work with others to create a shared culture and positive climate.
- h) To actively engage and forge supportive partnerships with all stakeholders including parents, members of the Trust Board, learning community partnership schools, other secondary schools and colleges, business and community partners, and the wider community as appropriate, all in line with school strategic objectives.
- i) To maintain an agenda of high standards that is 'child centred, progress focused', and do so without complacency or compromise.
- j) Ensure the sustained raising of aspiration, achievement and attainment, is met through an inclusive, nurturing and innovative lifelong education environment.

### **Quality of School Provision**

- a) To be a visible presence and high-profile member of the school's senior leadership team (SLT) modelling the highest professional standards and supporting all staff to maintain an environment that allows students to grow and thrive. This will include:
  - i. Conducting core daily SLT duties beyond that expected of middle leader and teaching staff.
  - ii. Leading assemblies.
  - iii. Conducting and leading meetings that require senior leadership representation.
- b) To ensure exceptional educational provision including supporting the design and implementation of a broad and balanced curriculum through a well-designed model and timetable.
- c) Develop assessment methods that are fit for purpose and provide regular and accurate accounts of student progress. Ensuring systems of communication to all stakeholders are clear.
- d) Design, develop and provide memorable learning experiences that prepare students for the next stage of life, including the leading of the elements of the Dinnington Baccalaureate.
- e) To have high expectations for behaviour and support the delivery of clear and consistent routines to ensure a calm and orderly environment where student's exemplary behaviour allows them to thrive.
- f) To promote and secure good and outstanding teaching, effective learning, high standards of achievement, good behaviour and discipline, which enables teachers to meet their professional standards.
- g) Undertake a teaching commitment and model outstanding classroom practice.
- h) To actively seek opportunities to collaborate with other members of the Trust and colleagues within other academies, innovative and high achieving schools in and beyond the locality to share and develop excellent pedagogies.

### **Securing Accountability**

- a) To ensure personal leadership provides a strong sense of direction and is relentless in its pursuit to improve the quality of education and experience for all students.
- b) To set high standards as a leader, modelling at all times, the highest possible standards of professionalism, ethical leadership, dress sense and personal behaviour.
- c) To work actively with other members of the school leadership team in monitoring the performance of both professional and co-professional staff in line with the school's appraisal policies, strategies and practices.
- d) Direct line management of identified subject middle leaders.
- e) Work with the Trust Board and the Headteacher (providing robust updates against key performance indicator's and objective advice and support) to enable both to meet their responsibilities.
- f) Ensure that individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- g) Develop and present a coherent, understandable and accurate account of the school's performance in relation to specific area of responsibility to a range of audiences including Trustees, parents and carers.
- h) To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.

### **Developing Self and Working with Others**

- a) Motivate, inspire and enable all staff to carry out their respective roles to the highest standard.
- b) Ensure a high standard of professional development for all staff and for self, taking account of the needs identified through the appraisal process, latest educational thinking and research, workload and staff wellbeing.
- c) Develop a culture of responsibility that recognises both excellence and supports appropriate strategies to deal with under performance in accordance with school appraisal and capability policies and procedures.
- d) To build a collaborative professional learning culture within the school.
- e) In conjunction with the Headteacher endeavour to recruit and retain ambitious, hardworking and well qualified staff.
- f) Develop and maintain effective strategies and procedures for staff induction.
- g) Reflect on personal performance and contributions made to school achievements, whilst taking account of feedback from others in order to improve practice.
- h) To work, through the School's line management system, with appropriate staff, in ensuring a safe working and learning environment through application of appropriate risk assessment and adherence to current Health and Safety regulations.
- i) Treat everyone within the school fairly and equitably.

### **Strengthening the Community**

- a) Create and maintain a trusting partnership with parents and carers that will actively and positively improve students' achievement and educational experience;
- b) To seek opportunities to invite parents and carers, community figures, and those from the wider community, business or other organisations into the school to enhance and enrich the school and its value to the wider community.
- c) To seek opportunities to positive, promote the school on a variety of social media networks or through the local press.
- d) To be present at events/activities where representation of school staff is required as directed by the Headteacher.

### **Data Protection**

- a) To ensure compliance with all relevant legislation and GDPR regulations.

### **Other Duties**

- a) The post holder will be subject to appraisal objectives agreed annually.
- b) The post holder is expected to carry out such other duties as may reasonably be assigned by the Headteacher.
- c) To take on any whole school initiative or responsibility that the Headteacher may direct.
- d) The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.
- e) To conduct daily duties during instructed times as instructed by the Headteacher.
- f) To attend weekly Senior Leadership Team meetings.
- g) To attend any activity out of school time as directed by the Headteacher.

This job description is subject to amendment, from time to time, within the terms of your conditions of employment, but only to the extent consistent with the needs of the School/Trust, and only after consultation with you.

**All staff and senior post holders have a duty for safeguarding and promoting the welfare of young people. Staff must be aware of the School procedures for raising concerns about students' welfare and must report any concern to the designated officers without delay. Staff must also ensure that they attend the appropriate level of safeguarding training identified by the School as relevant to their role.**

**The post holder's duties must at all times be carried out in compliance with the Trust's Equality and Diversity Policy, and the post holder must take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety Act.**

**All staff are expected to support the achievement of the Trust/School's mission and strategic objectives and to demonstrate its values through their behaviour.**

## Person Specification for Associate Assistant Headteacher

ATTRIBUTES	ESSENTIAL	DESIRABLE
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• Senior Leadership experience</li> <li>• Successful management of others</li> <li>• Demonstrable experience of improving student outcomes at middle leadership or senior leadership level</li> <li>• An excellent classroom practitioner</li> <li>• Understanding of effective teaching and learning and how to promote them</li> <li>• Evidence of raising achievement (for classes and/or full cohorts)</li> <li>• Experience of performance management of colleagues</li> <li>• Success in managing change at a whole school/college/school level</li> </ul>	
<b>Education and Training</b>	<ul style="list-style-type: none"> <li>• Qualified to degree level</li> <li>• QTS</li> </ul>	Recent and relevant professional development including nationally recognised qualifications for middle or senior leadership
<b>Special Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Good awareness of issues at school level that impact upon provision in a 11-16 and post-16 educational setting</li> <li>• An understanding of working at senior level in a Trust/school, setting the vision and strategy for improvement</li> <li>• Clarity of vision and a child centred, progress focused philosophy</li> <li>• Evidence of success in leading a team demonstrated through improved outcomes</li> <li>• Ability to analyse data effectively to inform plans for intervention</li> <li>• Ability to encourage, motivate and lead staff</li> <li>• Positive, open and approachable style of management</li> <li>• Ability to think strategically</li> </ul>	
<b>Personal Skills and Qualities</b>	<ul style="list-style-type: none"> <li>• Positive approach to change and hunger for continuous improvement, seeking out the best and most up to date way of doing things</li> <li>• Excellent communication skills and ability to work collaboratively and build strong partnerships</li> <li>• Ability to prioritise and manage own time effectively</li> <li>• Excellent organisational skills</li> <li>• Sound judgement and consistency even when under pressure</li> <li>• Commitment to the highest possible standards of achievement for students and staff</li> <li>• Flexibility in approach to work</li> <li>• A passion to deliver equal opportunities in all aspects of the role</li> </ul>	