

Job Description

Post Title: Assistant Headteacher – Ethos and Culture	School: James Calvert Spence College		Office Use
Scale: Leadership Scale 10 - 14	Home base: Lower and Upper School sites		JE ref:
Responsible to: Executive Headteacher	Date: March 2019	Manager Level:	
Job Purpose: To lead the pastoral system, and be accountable for student motivation & behaviour [including punctuality & attendance], and safeguarding			
<p>Duties and key result areas: Professional duties to be carried out in accordance with the terms and conditions of the current School Teachers' Pay and Conditions Document. The professional duties of the Assistant Head shall include:</p> <ul style="list-style-type: none"> • Working with governors and the EHT, Executive Leadership Team and Senior Leadership Team to lead and manage the school • Participating in school self-evaluation • Challenging and supporting staff in order to ensure that students' attitudes continue to improve • Contributing to the professional development of all staff in the school • Leading the pastoral team, including teaching staff in their role as tutors • Providing quality opportunities for CPD to improve the culture & ethos • Providing line management to colleagues within the pastoral team • Maintaining and developing effective data analysis and QA systems to analyse the impact of actions, and maintain the drive for school Improvement • Working with the Executive Team to ensure that the School is compliant with statutory requirements • Acting as an ambassador for the School <p>Specific Responsibilities</p> <ul style="list-style-type: none"> • To lead anti bullying initiatives • To lead and advise on whole-school safeguarding procedures • To act as the Designated Safeguarding Lead • To improve behaviour, attendance and punctuality • To lead on pastoral interventions in relation to behaviour, attendance and punctuality as well as mental health issues of children, medical care, etc. • To co-ordinate student admissions into KS2, KS3 and KS4 • To lead (to include, review and improve) the school's rewards and sanctions systems • To develop student voice system at tutor group and year group level to feed into the School Council • To lead and oversee School Council • To take responsibility for internal and external exclusions • To liaise with all pastoral related outside agencies including CAMHS, NHS, Northumberland Behaviour & Attendance group, etc <p>Generic Responsibilities</p> <ul style="list-style-type: none"> • Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline and a supportive culture in line with the school behaviour policy. • Contribute to the monitoring and development of a directorate to ensure suitable opportunities are provided for learner aspirations to be met. 			

- Plan effectively in the short, medium and long-term and prepare effective learning sequences, lessons and work across a series of lessons to ensure coverage of the curriculum and the differentiated needs of learners are met. Plan and prepare homework and other out of class work.
- Be aware of and apply a range of teaching and learning strategies, including implementing inclusive practices, to ensure that the diverse needs of learners are met and excellence and enjoyment is achieved. Deliver lessons to groups of learners or classes. Demonstrate the positive values, attitudes and behaviour expected from learners.
- Assess, record and report on the development and progress of learners and analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements. Provide timely, accurate and constructive feedback on learners' attainment, progress and areas of development.
- Demonstrate ongoing development and application of teaching practice, expertise and subject specialism and/or phase knowledge to enrich the learning experience within and beyond the teacher's assigned classes or groups of learners.
- Communicate effectively and work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work), teachers, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and well-being of learners.
- Contribute to the development and implementation of priorities, policies and activities in order to enable the achievement of whole school aims.
- To work effectively with / be aware of and assist integrated processes, such as Early Help Assessments(EHA) and local opportunities which support ECM aims for children, young people and their families
- Promote the safeguarding and welfare of children and young persons the postholder is responsible for or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of well-being of children and young people. Take appropriate action where required.
- Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery

In particular, assistant headteachers are expected to:

- Make significant contributions to implementing workplace policies and practice and to promote their implementation.
- Give advice on the development and well-being of children and young people, if required.
- Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice and providing advice and feedback.
- Make a significant contribution to school improvement, planning and evaluation.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the school: the pay level has been established on this basis.

Work Arrangements

Transport requirements: Able to meet the transport requirements of the post.
 Working patterns: As identified in the relevant Teachers' Pay & Conditions Document
 Working conditions:

Person specification

Post Title: Assistant Headteacher - Ethos & Culture	Criteria	Essential	Desirable	Evidence*
Qualifications	1. Has qualified teacher status	✓		A
	2. Has recent professional training relevant to the post	✓		A
	3. Willingness to undertake CPD relevant to the post	✓		A
	4. Has up to date designated safeguarding training		✓	A
Experience	5. Has experience of teaching within the 9 – 18 age range	✓		A
	6. Has experience of leading teams	✓		A
	7. Has been part of a successful pastoral system, with measurable improvements in student behaviour and/or attendance	✓		I
	8. Knows, understands and applies knowledge of the English education system	✓		A/I
	9. Has experience of developing and delivering in-service training for staff		✓	A
	10. Experience of setting and monitoring a departmental or other budgets		✓	A
Knowledge	11. Knows, understands and applies knowledge of partnership working between schools		✓	A/I
	12. Knowledge of examination and testing requirements in key stages 2, 3, 4, 5 and a willingness to learn to fill any gaps	✓		A
	13. Understands data and tracking procedures across a range of measures	✓		A/I
	14. Understands practical methods for improving learning behaviours across a variety of age ranges	✓		A/I
Skills/attributes	15. Teaches at least to a good standard.	✓		R
	16. Able to use data and target setting to raise student aspirations and show measurable impact	✓		A/I
	17. Has high levels of communication and interpersonal skills including building positive relationships with adults and children	✓		I
	18. Has a sound knowledge and understanding of ICT applications	✓		A/I
	19. Has sound judgement, shows determination and initiative and is hard working	✓		R
	20. Able to inspire challenge, motivate and empower others	✓		R
	21. Able to analyse and interpret information, think strategically and contribute to the vision for the school	✓		
	22. Able to effectively prioritise, monitor and evaluate initiatives	✓		

	23. Able to lead a team using a collaborative style whilst ensuring a high level of performance from all	✓		
	24. Able to think creatively, anticipate and solve problems, plan and organise themselves and others and delegate with appropriate monitoring	✓		
	25. Good level of oral and communication skills and interpersonal skills including building positive relationships with adults and children	✓		
General	26. Fully subscribes to the Vision, Values and Aims of the school and school	✓		
	27. Has high expectations of self and others	✓		
Other	28. Ability to safeguard and promote the welfare of children including motivation to work with children, forming and maintaining appropriate relationships and personal boundaries with children and young people, emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	✓		
	29. No disclosure about criminal convictions or a safeguarding concern that makes applicant unsuitable for this post	✓		

* Evidence presented through Application [A], interview [I] or references [R]