

Assistant Headteacher – Curriculum and Assessment - Job Description

Summary

To work with the Headteacher and Deputy Headteacher in all aspects of leadership and management and to take responsibility for managing and developing learning and teaching across the school.

General Responsibilities

To take a central role in assisting the Headteacher, Deputy Headteacher, and Governing Body to develop our school in accordance with its shared values and our school development plans, procedures, policies and distinctive approaches.

The Assistant Headteacher will be an outstanding practitioner, an experienced curriculum and team leader, a leader in assessment for learning and assessing pupils' progress and a key person in the senior management team.

The Assistant Head will fulfil the role of Leader of Curriculum and Assessment who will, together with the senior leadership team, work to ensure all pupils reach their fullest potential through a rich and varied curriculum and effective assessment practises.

The Assistant Headteacher will also take lead responsibility for Literacy across the school, lead a phase and be an ECT mentor.

The functions and specific responsibilities below are to be undertaken in conjunction with the duties of an Assistant Headteacher as defined in the most recent Teachers' Pay and Conditions Document.

Specific Responsibilities

The Assistant Headteacher will be non-class based but will have some teaching responsibilities to help develop successful practice across the school.

The Assistant Headteacher will ensure that all teaching demonstrates best practice, develops relationships, supports training and development and ensures 'quality teaching first', and thus ensuring all children make excellent progress across the Academy.

The Assistant Headteacher will take lead responsibility for ensuring the best possible curriculum offer, provision, well-being, progress and achievement for all children especially through enrichment, creative learning, extended services, partnerships and collaboration with the King's Cross estate and wider London.

The Assistant Headteacher will be a model professional setting an excellent example to teaching and support staff. They will actively and demonstrably promote achievement through building and implementing agreed school policies.

The Assistant Headteacher will lead by example in their own teaching practice, and by positively encouraging and supporting all members of staff.

The Assistant Headteacher will work to ensure that the school offers a high quality, exciting, engaging, well resourced, differentiated curriculum and well-matched learning opportunities for all pupils at the Academy.

In particular, the Assistant Headteacher will be required to:

Leadership and Management:

1. Work in very close partnership with and support the Headteacher and Deputy Headteacher in the effective day to day management of the school and school community including:

- recruiting and inducting staff;
- developing and implementing health and safety policies;
- leading assemblies and staff meetings;
- hosting and organizing whole school events such as open days and parents evening and responding to the views, needs and requests of children, staff, parents, governors and visitors.

2. Work with the Headteacher and Deputy Headteacher, staff and governors in the development, implementation and review of school improvement plans including regular monitoring and evaluation of standards and quality of provision.

3. Supporting school governance by attending meetings where appropriate and ensuring that all governors are able to play an active and informed part in school management and development

4. Work with the whole staff to develop a strong learning environment that has at its centre high expectations of learning, creativity, well-being, academic achievement and behaviour.

5. Work with the Headteacher and Deputy Headteacher in the school's achievement reviews and target setting processes by taking a major role in assessment and actively supporting and securing the school's success in national tests including those at the end of each key stage.

6. Take a leading role in the senior management team by having special responsibility for ensuring that the school assesses and monitors the progress and achievement of all children and groups of children. This includes leading in AfL, and all forms of national and local assessment and reporting requirements.

7. Take responsibility for collating evidence for specific sections of the school's Self Evaluation Form especially those relating to standards and attainment.

8. Lead teachers and team leaders / post-holders to ensure that all assessment policies and protocols are in place and up to date and where possible recognised and validated quality assurance awards are secured.

9. Lead curriculum team leaders / post-holders to ensure that the curriculum is fit for purpose, enables children to make maximum progress, is consistent across the school and is reviewed on a regular basis.

10. Assist in the line management of classroom based personnel including timetabling, managing and developing roles to ensure the provision of high quality interventions and support for children's progress, achievement, wellbeing and good behaviour.

11. Manage CPD around assessment practises and the curriculum for classroom based staff ensuring their needs are identified and met through quality training opportunities within available resources. This includes assisting in managing the inset program and providing / sourcing training opportunities for whole, groups of and individual staff.

12. With the Headteacher and Deputy Headteacher, share responsibility for the induction and deployment of new staff, voluntary help, work experience students, trainee teachers/ students and parents working in classrooms and throughout the school ensuring all safeguarding requirements are met and that their work in school supports the learning and well-being of all children.

13. Work with the leadership team in setting, nurturing, promoting and maintaining a very high standard of behaviour and mutual respect throughout the school ensuring that all staff play an active role in the pursuit of these standards.

14. Ensure that there is a very safe, secure, effective and pleasing environment for all users. With the Headteacher and Deputy Headteacher, be aware of Health and Safety regulations, carry out regular risk assessments and keep the school's Health and Safety policy at all times current, under review and accessible to and used by all staff.

15. Ensure safeguarding procedures are fully upheld at all times.

16. Evaluate performance, create improvement plans, build capacity in staff and analyse quality of interventions and subject improvement plans.

Assessment and curriculum Lead:

1. Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework using by using the latest research in best practice

2. Ensure that assessment is at the centre of strategic planning and resource management and lead and support the teaching and learning of all children within the school providing and promoting models of excellent classroom practice through whole class and group teaching, coaching, mentoring and supported self-evaluation for teaching and learning staff.

3. Establish creative, responsive and effective approaches to learning and teaching and ensure a culture and ethos of challenge and support where all pupils can have a voice , achieve success and become highly engaged in their own learning and be enabled to actively support the learning of others.

4. Design, develop and implement systems for the collection of useful, timely, and accurate assessment data to track the progress of individual and groups of children in order to inform planning, evaluate performance, track progress and secure raised achievement across all key stages. This will include agreeing and articulating high expectations and setting stretching targets for the whole community.

5. Liaise with our partnership and local schools and other service providers including extended service providers and community resources to enrich and expand our provision and secure partnerships, collaborations, enrichment opportunities and expertise which bring benefits to all children and our school community

6. Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils and promote and support the Academy's 'Next Generation Learning' strategy

Strengthening the KCA Community:

1. Promote and model good relationships with parents and carers, which are based on partnerships to support and improve pupils' learning and achievement. Develop and enhance parental partnerships across the school, support parents and work as the key lead with complaints across the school.

2 Contribute to the development of the school as a community within the community; strengthening partnerships with families, neighbours, our local and wider community, other schools, services and the local authority.

3 Seek opportunities to invite parents, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community. Contribute to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives.

4 Build our understanding of the diversity of the school community and support community cohesion.

5 Contribute to policies and practices which promote equality of opportunity and tackle prejudice and discrimination, support staff well-being and work-life balance and help to ensure we provide access to opportunities for growth, achievement and success for all adults and children in school.

6 Contribute to the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community; to achieve economic well-being and to make an active contribution.

Other duties and responsibilities

Any other reasonable duties that the Headteacher or Deputy Headteacher may from time to time ask the postholder to perform.

PERSON SPECIFICATION

Post Title: ASSISTANT HEADTEACHER

You must demonstrate on your application form and during the selection process that you meet the following essential criteria:-

EDUCATION AND EXPERIENCE	<p>Qualifications</p> <p>E1. Qualified Teacher Status and evidence of appropriate subsequent in-service training.</p> <p>Experience</p> <p>E2. Minimum of 4 years' recent successful teaching experience preferably across EYFS and both Key Stages 1 and 2 and in at least one inner city multi-cultural school.</p> <p>E3. Proven experience of leading and managing change at an appropriate level including the curriculum, classroom organisation and administration in a primary school.</p> <p>E4. Proven experience of high standards of primary classroom practice and of teaching area of responsibility.</p> <p>E5. Experience in developing and managing the implementation of the school's inclusion policy.</p> <p>Personal Qualities</p> <p>E6. Evidence of the personal and intellectual qualities required to set an example to others and to lead a team.</p> <p>E7. Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.</p> <p>Commitment to Excellence</p> <p>E8. Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.</p>
SKILLS, KNOWLEDGE & ABILITIES	<p>Leading and Managing Change</p> <p>E8. Evidence of knowledge and understanding of the Academy's approach to change. Evidence of a clear view about how to develop learning, teaching</p>

and the curriculum in the relevant Phase Group and an ability to manage change.

- E9. Evidence of the skills and abilities required to advise teachers in their planning, teaching, assessment and day-to-day issues.

Educational and Curriculum Matters

- E10. An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.
- E11. Evidence of the ability to organise successfully the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment.
- E12. A thorough knowledge of learning strategies for children of all abilities.
- E13. Evidence of good general knowledge of the requirements of the National Curriculum.
- E14. Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment and to support others in doing so.

Performance Review

- E15. Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review.

Leadership

Understanding of and commitment to developing the Academy.

Behaviour and Ethos

- E16. Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well ordered and self disciplined behaviour throughout the school. Capacity to support colleagues in effective behaviour management.
- E17. Commitment and willingness to meet the needs of the ethos and flexible working arrangements of the Academy

Needs of Young Children

- E18. Evidence of knowledge and understanding of the range of needs of young children and the implications for their learning.

Interpersonal Skills

E19. Evidence of good interpersonal skills and the ability to work effectively as leader of a team and develop and maintain good relations with all members of the school community. To work co-operatively with the staff and relevant external agencies as required.

Communication

E20. Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.

Health and Safety.

E21. An understanding of the responsibility of the classteacher and Assistant Headteacher with regard to the health and safety of pupils in their care.

Equal Opportunities

E22. Evidence of a commitment to an equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child's identify is respected and maintained and enhanced and that stereotypes are challenged in a sensitive way.

