

JOB DESCRIPTION

Job Title: Assistant Headteacher

SCP: L1-5

Reporting to: Headteacher

Overall Purpose of the Post:

- To support and assist the Headteacher in all aspects of school life.
- To fulfil all the requirements and duties as set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of an Assistant Headteacher.
- To seek to achieve any performance criteria, objectives or targets agreed with or set by the Headteacher and School's Governing Body in accordance with the requirements set out in the current School Teachers' Pay and Conditions Document.
- To promote and safeguard the welfare of all children and young people within the school, by assisting the Headteacher in ensuring that the school's policies and procedures relating to safeguarding children and child protection are fully implemented and followed by all staff.

KEY OUTCOMES/ACTIVITIES

Teaching and Learning

- Carry out teaching duties in accordance with the school's schemes of work and National Curriculum
- Liaise with colleagues to deliver units of work in a collaborate way
- Work with teaching assistants and the SENDCO
- Set targets for student attainment levels
- Set work for students absent from school
- Demonstrate good practice in the teaching areas of responsibility

Assessing and Reporting

- Record students' work
- Maintain lesson evaluations
- Mark and return work within agreed time span, providing feedback and targets
- Provide assessment reports to monitor student progress
- Liaise with parents and attend consultation evenings
- Work within the Code of Practice relating to Special Educational Needs

Leadership and Management

- Support and deputise for the head teacher
- Understand issues relating to the organisation, ordering, and funding of resources
- Support and uphold the school's policies on behaviour, discipline, and bullying
- Develop the curriculum of a key area across school
- Undertake responsibility for Teaching and Learning and Personal Development
- Coordinate the delivery of health and safety policies
- Contribute to staff development activities
- Manage/ deployment of Teaching Assistants and the continuous professional development to maximise their impact in the classroom
- Take an active part in school governance, reporting directly to the board around own areas of responsibility
- Support Senior Leaders in preparation for SIAMS inspection

Standards and Quality Assurance

- Support the aims and ethos of the school and its Christian Distinctiveness
- Set a good example in terms of dress, punctuality, attendance
- Attend and participate in open evenings and student performances
- Uphold the school's behaviour code and uniform regulations
- Participate in staff training
- Attend team and staff meetings
- Develop links with governors, LEAs, and neighbouring schools

Not all the above duties will need to be performed all the time and will vary according to the needs of the school at any one time. The specific focus for the Assistant Headteacher will be negotiated and agreed at the beginning of each performance management cycle.

In addition to the above duties, the postholder will carry out any other reasonable duties relevant to the role as determined by the Headteacher.

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

RESPONSIBILITY FOR RESOURCES

Employees (Supervision):

As assigned by the Headteacher/ Governing Body (Teaching & Non-Teaching)

Financial:

As assigned by the Headteacher/ Governing Body

Physical:

Responsibility (as assigned by the Headteacher) for the physical resources held in school e.g. manual or computerised information; data and records; office and other equipment; tools and instruments; vehicles; machinery; fixtures and fittings; goods, stocks and supplies.

CHARACTERISTICS OF THE POST

- **The Assistant Headteacher will have responsibility for Teaching and Learning, a key area of the curriculum and Personal Development.**
- **Multiple Schools – St. Mary’s Primary School will be joining Enhance Academy Trust from September 2025. These schools are across Barnsley, Kirklees and Wakefield.**
- **% FSM Pupil Premium – 12%**
- **% SEND/ EHCP – 13.7%, 3 EHCP’s**
- **% English as an additional language – 20.6%**
- **Most recent OFSTED inspection outcome – Good overall with Outstanding for Behaviour and Attitudes and Personal Development**

The following employment checks are required:

- Identity Check
- Rehabilitation of Offenders Act 1974
- Children’s Barred List
- Prohibition from Teaching Check
- Evidence of a satisfactory safeguarding check e.g., Enhanced DBS Check
- Evidence of entitlement to work in the UK
- Childcare Disqualification Declaration (where applicable)
- Evidence of Essential Qualifications – see page 2 of this Job Specification
- Two satisfactory references (including current or most recent employer)



CHARACTERISTICS OF THE POST

- Confirmation of medical fitness/ clearance for employment
- Driving Licence clearance
- Professional Registration with appropriate bodies (where applicable)
- Fluency Duty
- Lived or worked abroad declaration

PERSONAL SPECIFICATION

PERSONAL QUALITIES, QUALIFICATIONS AND EXPERIENCE

| | Essential | Desirable |
|---|------------------|------------------|
| Qualifications/Training | | |
| Qualified Teacher Status with good honours degree | Y | |
| Evidence of involvement in INSET activities as a participant and as a provider | Y | |
| Post Graduate | | Y |
| National Professional Qualification e.g. NPQSL | | Y |
| Knowledge | | |
| The role of a leadership group within a school | Y | |
| Detailed understanding of the principles and practice of primary education in Key Stages 1 and 2 plus Early Years | Y | |
| Detailed understanding of how to plan and deliver a carefully sequenced knowledge rich curriculum | Y | |
| The assessment, recording and reporting of pupils' progress and achievements in the context of both the broader curriculum and the statutory requirements of the National Curriculum | Y | |
| The school's role in effectively providing for the needs of all pupils, including those with SEND | Y | |
| A detailed understanding of the OFSTED Inspection Framework | Y | |
| The process and importance of school self-evaluation | Y | |
| Whole-school issues and their implications for financial management, including how to make effective use of additional funds, such as Pupil Premium, to close gaps in attainment | Y | |
| The implications of group characteristics such as SEND or Pupil Disadvantage, and how to work strategically to ensure that every child has the opportunity to fulfil their potential | | Y |
| A detailed understanding of the SIAMS process | | Y |
| Knowledge of recent national educational developments, initiatives, and legislation, and how they may impact on the school | | Y |
| Experience | | |
| Substantial experience within the primary phase and/or Early Years and providing for educational needs across the full ability range, including SEND | Y | |
| Strategic responsibilities in school leadership and management | Y | |
| Leadership of one or more curriculum areas, successfully designing a coherent and well sequenced curriculum and delivering CPD to enable staff to develop expertise in the subject | Y | |
| Successful implementation of improvement plans to improve outcomes for pupils | Y | |
| Leading and managing staff successfully and effectively tackling under performance | Y | |
| Working with governors including attendance and/or reporting at governor meetings | Y | |
| Active membership of the school management team | Y | |
| Outstanding classroom teacher and role model demonstrating expertise across the curriculum and securing strong outcomes for pupils including pupils from disadvantaged backgrounds or with SEND | Y | |
| Detailed knowledge of safeguarding requirements for schools | Y | |
| Teaching the whole primary age range | | Y |
| Working in a variety of different schools/LA's | | Y |

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|---|---|---|
| Line managing other staff | | Y |
| 'Stepping up' proactively when needed | | Y |
| Membership of the governing body as a teacher representative | | Y |
| Competencies and Other Skills | | |
| Show evidence of vision, initiatives, and leadership in managing change to enhance and raise standards | Y | |
| Able to inspire, challenge and motivate others | Y | |
| Support the work of colleagues and provide staff development, with an understanding of its relationship to performance management | Y | |
| Involve staff, parents, governors, and stakeholders in the process of establishing a clear set of shared aims, objectives, and values for the school | Y | |
| Listen and communicate effectively (both orally and in writing) to a variety of audiences, including parents who may be reluctant to engage with school | Y | |
| Work effectively as a member of the leadership team, keeping a high-profile approachability and visibility for all staff | Y | |
| Set and achieve ambitious, challenging goals and targets for self and other | Y | |
| Show strong interpersonal skills, responding appropriately to both adults and children | Y | |
| Have a calm approach and positive attitude to behaviour management | Y | |
| Work in partnership with the Headteacher, supporting and leading the raising of standards across the school | Y | |
| Hold difficult conversations when necessary, and communicate messages effectively even when they may not be well received | Y | |
| Personal Characteristics | | |
| Ability to manage change sensitively | Y | |
| Calm approach including when under pressure | Y | |
| Ability to prioritise and organise yourself and others | Y | |
| Ability to demonstrate initiative | Y | |
| Self-motivation | Y | |
| Enthusiasm and the ability to lead by example | Y | |
| A 'can do' person who has a flexible and positive attitude to everyday leadership | Y | |
| Strong characteristics in line with our school values | Y | |

Date completed: