



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Job Title: Assistant Head of School
Pay Scale: Leadership Scale L4 - 8
Location: Sycamore Academy
Line Manager: Headteacher

A person appointed as an Assistant Headteacher in a school, in addition to carrying out the professional duties of a teacher other than a Headteacher including those duties particularly assigned by the Headteacher, must play a major role under the overall direction of the Headteacher in:

- a) formulating the aims and objectives of the school;
- b) establishing the policies through which they are to be achieved;
- c) managing staff and resources to that end;
- d) monitoring progress towards their achievement; and undertake any professional duties of the Headteacher reasonably delegated by the Headteacher.

Job Purpose:

- To provide inspirational, creative and professional leadership and management for the academy.
- To support the Headteacher and Deputy Headteacher in establishing high quality systems and policies.
- To support the Headteacher and Deputy Headteacher in establishing high quality education through effective leadership of teaching and learning. As a leading professional, exemplify high quality teaching that supports outstanding progress in pupils' learning.
- To support the Headteacher and Deputy Headteacher in establishing a culture that promotes excellence, equality and high expectations of all pupils.
- To ensure that strategic planning is informed by rigorous self-evaluation and that it continuously improves learning and pastoral outcomes.
- To ensure that the academy provides a safe and happy environment that promotes the welfare of children.
- To ensure all safeguarding and child protection policies are understood and adhered to and everyone, including staff, parents and visitors accept their responsibility to protect pupils.
- To take responsibility for leading the school in the absence of the Headteacher or Deputy Headteacher and ensure the effective day to day running of the academy.

Duties and Responsibilities:

Strategic direction and development of the school

- As part of the Senior Leadership Team, provide inspiring, creative and purposeful leadership for the staff and pupils.
- To work in partnership with the Senior Leadership Team, the governing body, staff and parents, generating the ethos and values which will underpin the academy.
- To co-create and implement a Development Plan which will secure continuous academy improvement and support the principles of LEAD Trust.
- To keep up to date with current research into education, particularly teaching and learning and to contribute this academy improvement planning.
- To monitor and evaluate the performance of selected areas of the academy and respond and report to the Headteacher, Deputy Headteacher and the governing body as required.

- To lead on developing selected policies and practices and ensure that they take account of national, local and academy requirements and apply sound educational practice through evidence based pedagogy.
- To regularly monitor, evaluate and review the impact of selected policies, priorities and targets and take action if necessary.
- To inspire all those involved in the academy to commit to its aims, stay motivated to achieve them and involved in meeting long, medium and short term objectives to secure the educational success of the academy.

Teaching and learning

- As part of the Senior Leadership Team, continue to maintain an environment that promotes and secures outstanding teaching, effective learning and high standards of achievement, behaviour and attendance.
- Determine, organise, implement and monitor selected areas of the curriculum and its assessment and ensure that statutory requirements are met.
- Meticulously plan and teach engaging and challenging lessons to exemplify high standards of teaching and learning expected by the academy.
- As part of the Senior Leadership Team, plan and implement a policy for the personal, social and moral development of pupils.
- Monitor and evaluate the quality of teaching and learning and achievement of selected pupil groups through appropriate methods. Devise clear, rigorous and precise plans to address any weaknesses in a timely manner.
- Exemplify excellent practice in delivering inclusion, diversity and equality of access.

Leading and managing staff

- Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- As part of the Senior Leadership Team, implement and sustain effective systems for the management of staff performance, incorporating performance management and target setting.
- Promote and monitor the continuing professional development of staff.
- Hold selected staff to account for their professional conduct and practice, both contractually and where relevant as specified in the Terms and Conditions of Service of teachers.

Efficient and effective deployment of staff and resources

- As part of the Senior Leadership Team, recruit, retain, deploy and develop staff of the highest quality.
- Monitor appropriate expenditure, allocation of funds/resources and effective administration for selected areas of responsibility in order to improve the quality of education, pupils' achievements and ensure efficiency and secure value for money.

Accountability

- As part of the Senior Leadership Team, continue to develop an organisation in which all staff recognise that they are accountable for the success of the academy.
- Present a coherent and accurate account of the school's performance in selected areas in a form appropriate to the range of audiences, including the Headteacher, governors, parents, OFSTED and others to enable them to play their part effectively.
- Ensure that parents/carers and pupils are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning.

Influencing and Managing Relationships:

- Senior Leadership Team within the Academy
- Director of Schools
- All teaching and support staff
- Parents and Carers
- Other third party organisations as required

Other Academy Specific Responsibilities

- Support the Headteacher and Deputy Headteacher by undertaking any management duties to support the efficient and effective running of the school.
- To undertake any professional duties reasonably delegated by the Headteacher. The responsibilities reflected in paragraph 58.4 of the School Teachers’ Pay and Conditions document may also be applicable as part of this role.

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to National Teacher Standards and requirements of the professional role.

At L.E.A.D. we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.

Assistant Headteacher Person Specification

This job description lists the competencies expected of an experienced/fully trained post-holder. The two right hand columns provide guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria)

		E	D
Qualifications and Attainments	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of recent and relevant further professional development • NPQSL/NPQML or equivalent 	E E	D
Skills and knowledge	<ul style="list-style-type: none"> • In depth knowledge of statutory education frameworks • Evidence of recent and successful leadership experience • Evidence of the ability to hold staff to account in the pursuit of improving standards • Experience of the appraisal process • Effective strategies for promoting welfare • Confident use of ICT communication skills • Knowledge and understanding of data analysis and the ability to use data to set targets for improvement • Experience in whole school self-evaluation 	E E E E E E	D D

	<ul style="list-style-type: none"> • Up to date knowledge & understanding of the current national education agenda • The effective use of support structures and resources to aid student progress • Knowledge of child protection and safeguarding legislation • Strategies for ensuring inclusive practice across all areas of the curriculum 	E E	D
Experience	<ul style="list-style-type: none"> • Significant experience with a record of excellent teaching • Leadership of an area or phase or inclusion including responsibility for raising standards across the whole school • Proven track record of raising achievement • Evidence of impact beyond own area of responsibility • Experience of teaching in more than one key stage • Experience of leading initiatives with in the school • Demonstration of high expectations including leading by example as a teacher • Evidence of contributing to effective staff training, both on an individual and whole school level • Understanding of learning with regard to stages of basic skills development of children 	E E E E E E	D D D
Personal Attributes	<ul style="list-style-type: none"> • Approachable, enthusiastic and creative • Leads by example, demonstrating integrity, resilience and clarity • Passionate about education • Ability to work under pressure, think creatively and to anticipate and solve problems • Commitment to the encouragement, empowerment and training of all staff • Deal sensitively with people and resolve conflicts • Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas 	E E E E E E E	
Additional Requirements	<ul style="list-style-type: none"> • This role is subject to an enhanced DBS • May be required to travel to other Trust locations or third party services as part of the role • Hold a driving licence and have access to own vehicle 	E E	D