



# **Assistant Headteacher Attain Academy Partnership**

## **Job Description**

## ***Introduction from the CEO***

I am delighted to be CEO of Attain and Director of the Chelmsford Teaching Schools Alliance (CTSA), and it is wonderful to work with talented and conscientious staff and trustees who have the outcomes for all our children at heart.



Attain Academy Partnership is a multi-academy trust formed in 2016. Our vision is to create a community of outstanding academies with the highest aspiration and dedication to achieving the best outcomes for all our learners.

The dedicated staff across all our academies form a team, which is creative, collaborative and supportive of one another, enabling the sharing of expertise and opportunities for outstanding professional development.

Attain Academy Partnership is so-named because we believe that committed, co-operative, professional partnerships will secure the best outcomes for all pupils in the future. Attain is committed to delivering high quality educational provision across all our academies whilst reflecting and responding to the individual needs of local communities.

Our aim in all our academies is to ensure that every child is a happy and successful learner, a confident individual and a responsible citizen who can develop their skills, abilities, talents and interests in order to fulfil their true potential and achieve what they want to do.

Our ethos is to grow a collaboration of academies that work together with a shared desire to be innovative, inclusive and inspirational.

### **Our Aims and Ethos: 'Working together towards success for all'**

- An unshakeable belief in the intrinsic value of every individual within our community based on mutual respect.
- A moral code and high behavioural expectations which are based on Christian values and recognise and respect those beliefs held by different denominations.
- Exciting and creative climates for learning within a safe and supportive environment.
- Sustainable collaboration and sharing of best practice.
- Personal and professional development for all members of staff.
- Accountability based on honesty and responsibility in all our relationships.

### **We believe:**

- That every pupil deserves a good education that enables them to be the best they can possibly be.
- That every individual in our community of academies (our pupils, staff, families and friends) is important and has something to contribute.
- In building an exciting and creative climate for learning within a safe and supportive environment.
- In working together and sharing best practice.
- In ensuring the personal and professional development for all members of staff so that they have a rewarding and a fulfilling career within our community of academies.
- In accountability based on honesty and responsibility in all our relationships.

### **Every pupil can expect to:**

- Experience a caring and supportive culture in which every individual is safe and can thrive.
- Build positive relationships with the staff in their academy.
- Experience an aspirational culture in which we refuse to accept barriers to achievement.
- Have ambitious targets and access to appropriate resources to support their learning.
- Meet and talk with our staff regularly about their learning and progress.
- Learn within the classroom with appropriate support and to receive extra help when necessary.
- Have their learning and progress and that of their peers effectively tracked.
- Experience peer-to-peer support within the classroom rather than having total reliance on adults.

**Learning will:**

- Embrace creative and innovative approaches that engage all learners.
- Reflect planning between experts and teachers to ensure the accessibility of the work.
- Have pace and a continuous focus on progress both academic and social.
- Use modern technology and the virtual learning environment to ensure relevance in the 21<sup>st</sup> century.
- Be personalised so it is relevant to each pupil and ensure challenge.
- Be tailored to the needs of key groups, for whom appropriate programmes of study will be devised.
- Reflect a balanced but challenging curriculum.
- Enable progress to higher education and/or employment.

**Collaboration will ensure that:**

- The areas of greatest need are well supported and show rapid and sustained improvement.
- The Trust produces flexible and experienced professionals capable of career progression.
- Staff within the Trust are well-supported and receive an excellent introduction.
- Resources are shared, and economies of scale are achieved.

**Professional development will:**

- Deliver outstanding professionals to work across our trust.
- Ensure that all teachers remain at the forefront of creative and innovative practice.
- Be tailored to meet different standards and needs.
- Focus on outstanding teaching and learning and on developing future leaders who impact on Trust improvement and outcomes.
- Support the needs of our pupils and take account of the stage of development of each academy.
- Be delivered by inspirational experts.
- Enrich collaborative and reflective working relationships between and within the Trust.

**Accountability:**

- Pupils and staff will understand what they must achieve and how to do this.
- Performance will always be measured against the most ambitious targets.
- Pupils and staff will be held to account for their targets and progress towards them.
- Pupil premium will be used to accelerate the progress of vulnerable pupils.
- Every member of staff will undergo performance management regularly.
- Good and outstanding teaching will be the norm.
- Leaders are proactive in addressing issues and timely, appropriate interventions will be honest and based on objective information.
- Local governing bodies will know their academies and hold them to account.

The post outlined in this job description is a key role within the Trust and the person fulfilling the role is expected to achieve the core principles as defined above.

CEO: Susannah Edom-Baker

## ***Pay and Conditions***

This is a permanent position under School Teachers Pay and Conditions

Leadership Scale LS 1-LS 7

## ***Leadership Structure***

The governance structure of the trust consists of:

Members (five in number)

Trust Board – up to 12 trustees including a Chair and Vice-Chair of the Trust Board – the Board meets up to six times per annum plus one AGM which the members attend

Finance, Risk, Audit and Premises Committee – meets up to six times per annum

Standards Committee – meets once per term (but could be more frequently during the pandemic)

HR committee – meets once per term

Local Governing Bodies – meet twice per term. There are seven LGBs across the Trust which meet in a defined two week period each term and report to the following Board meeting.

The structure of the current Trust Senior Leadership Team is as follows:

Chief Executive Officer working with School Excellence Adviser, Strategic Lead, Lead for Learning and Development and Lead for School Improvement

Chief Finance Officer and Chief Operations Officer working with Finance Operations Officer and IT Lead

Head teachers/Heads of Schools





# Specific Job description – Assistant Headteacher

**Reports to** Head of School / Headteacher

**Job Purpose** The Assistant Headteacher shall play a major role under the overall direction of the Head of School / Headteacher in;

- (a) formulating the aims and objectives of the school;
- (b) establishing the policies through which they shall be achieved;
- (c) managing staff and resources to that end; and
- (d) monitoring progress towards their achievement;

The Assistant Headteacher shall undertake any professional duties of the Head of School / Headteacher reasonably delegated to him/her by the Head of School / Headteacher.

To provide for the educational, social, moral, spiritual and cultural development of each individual child in the class allocated for each specific academic year

To be responsible and accountable for securing the highest standards of pupil achievement across the Key Stages, through effective monitoring, evaluation and review of learning progress and teaching outcomes and setting targets for improvement

To lead, develop and enhance the teaching practices of others across the Key Stages, by evaluating, supporting, guiding and target setting

## **Exercise of Particular Duties**

The conditions of employment of teachers, taken from the School Teachers' Pay and Conditions Document (2004 and updated every year), specifies the professional duties required to be carried out by all teachers. In addition "a teacher employed as a teacher in a school shall perform, in accordance with any directions which may be reasonably given to him by the Head of School / Headteacher from time to time, such particular duties as may reasonably be assigned to him".

## **Professional Duties**

### **Experience**

- Successful leadership and management experience in a school
- Involvement in school self-evaluation and development planning
- Demonstrable experience of successful line management and staff development
- Data analysis skills, and the ability to use data to set targets and identify weaknesses
- Understanding of high-quality teaching, and the ability to model this for others and support others to improve
- Understanding of school finances and financial management
- Effective communication and interpersonal skills
- Ability to communicate a vision and inspire others
- Ability to build effective working relationships

### **Safeguarding**

- Fulfil personal responsibilities, and support the Head of School / Headteacher in securing compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- Operating clear whistleblowing procedures,
- Sharing information, with other professionals
- Take responsibility as the designated professional lead for Safeguarding in the absence of the Head of School / Headteacher
- Operating safe recruitment practices
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
- Operating and monitoring clear policies for dealing with allegations against people who work with children.

## **Teaching**

- Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for external examinations.
- Contribute to the whole school organisation, strategy and development
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

## **Health, safety and discipline**

- Promote the safety and well-being of pupils.
- Maintain good order and discipline among pupils.

## **Management of staff and resources**

- Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them.

## **Professional development**

- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

## **Communication**

- Communicate with pupils, parents and carers.
- Work with colleagues and other relevant professionals
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

## **Responsibility for a Class**

- Co-ordinating activities relating to a subject area or areas, to include:
  - Developing, monitoring, reviewing, evaluating effectiveness of and reporting on policy, action plans and practice
  - Planning and managing associated resources/teaching materials, teaching programmes, courses of study, methods of teaching and assessment

## **General**

- Give guidance, support and encouragement to staff and leading in-service development sessions
- Be accountable for securing the highest standards of pupil achievement across a curriculum area, monitoring and evaluation of pupil achievement and setting targets for improvement
- Lead, develop and enhance the teaching practice of others in a curriculum area by evaluating, supporting, guiding and target setting
- Be accountable for the strategic leadership and management of a curriculum area, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Participate in training and other learning activities as required
- Attend relevant school meetings as required
- Respect confidentiality at all times
- Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policies

## **Data protection**

- Be aware of the Trust's responsibilities under the Data Protection Act 2018 and all subsequent legislation and/or regulations for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this.
- Maintaining client records and archive systems, in accordance with departmental procedure, policy and statutory requirements.

## **Confidentiality**

You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the Trust's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

## **Equalities**

The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

## **Safeguarding Children and Safer Recruitment**

The Attain Academy Partnership is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Head of school / Headteacher to carry out appropriate duties within the context of the job, skills and grade.

## **An ENHANCED DBS check is required for this post.**

This job description is subject to annual review and alterations may be negotiated to reflect the changing needs of the school.

This job description does not form part of the contract of employment. It describes the way in which the teacher is expected and required to perform and complete the particular duties as set out above.

## Person Specification

	Detail	Essential	Desirable
<b>Qualifications &amp; Experience</b>	<b>Specific qualifications &amp; experience</b> <ul style="list-style-type: none"> <li>• Qualified teacher status (as recognised by the department for education).</li> <li>• Degree educated</li> </ul>	√ √	
	<b>Knowledge of relevant policies and procedures</b> <ul style="list-style-type: none"> <li>• An understanding of current educational initiatives for children with additional needs</li> <li>• Committed to providing excellent provision for all pupils and achieving high standards of pupil progress</li> <li>• Experience in leading one or more curriculum areas, including identifying pupil needs, monitoring and evaluating standards</li> <li>• A highly successful classroom practitioner, who is creative in their approach to teaching and learning</li> <li>• Successful experience of teaching in more than one phase KS1 / KS2</li> <li>• Experience as part of a leadership team</li> <li>• Some experience of managing a budget</li> <li>• Proven ability in leading staff teams / curriculum development and measuring progress</li> <li>• An understanding of EAL issues</li> </ul>	√ √ √ √	     √ √ √ √ √
<b>Communication</b>	<b>Written</b> <ul style="list-style-type: none"> <li>• Ability to write detailed reports, letters.</li> </ul>	√	
	<b>Verbal</b> <ul style="list-style-type: none"> <li>• Ability to use clear language to communicate information unambiguously ability to listen effectively.</li> </ul>	√	
	<b>Languages</b> <ul style="list-style-type: none"> <li>• Specialist language/communication skills if appropriate.</li> </ul>	√	
	<b>Negotiating</b> <ul style="list-style-type: none"> <li>• Ability to negotiate effectively with adults and children.</li> </ul>	√	
<b>Working with children</b>	<b>Behaviour Management</b> <ul style="list-style-type: none"> <li>• Ability to demonstrate effective implementation of the school's behaviour management policy and strategies, which contribute to a purposeful learning environment.</li> </ul>	√	
	<b>Curriculum</b> <ul style="list-style-type: none"> <li>• Detailed understanding of the school curriculum.</li> <li>• Good working knowledge of specialist curriculum area(s) if appropriate.</li> </ul>	√ √	
	<b>Child Development</b> <ul style="list-style-type: none"> <li>• Detailed understanding of child development.</li> <li>• Ability to assess progress performance and recommend appropriate strategies to support development.</li> </ul>	√ √	



	<ul style="list-style-type: none"> <li>Motivate, inspire and have high expectations of pupils.</li> </ul>	√	
<b>Management</b>	<b>Health &amp; Well being</b> <ul style="list-style-type: none"> <li>Understand and support the importance of physical and emotional wellbeing.</li> </ul>	√	
<b>Working with others</b>	<b>Working with partners</b> <ul style="list-style-type: none"> <li>Ability to make a proactive contribution to the work of the team supporting children, their families and carers and contribute to group thinking, planning etc.</li> </ul>	√	
	<b>Relationships</b> <ul style="list-style-type: none"> <li>Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults.</li> </ul>	√	
	<b>Team work</b> <ul style="list-style-type: none"> <li>Ability to work effectively with a range of adults.</li> </ul>	√	
	<b>Information</b> <ul style="list-style-type: none"> <li>Contribute to the development and implementation of effective systems to share information.</li> </ul>	√	
<b>Responsibilities</b>	<b>Organisational skills</b> <ul style="list-style-type: none"> <li>Good organisational skills.</li> <li>Ability to remain calm under pressure.</li> <li>To be flexible.</li> <li>Follow instructions accurately.</li> </ul>	√ √ √ √	
	<b>Line Management</b> <ul style="list-style-type: none"> <li>Ability to manage and support the work of others.</li> </ul>	√	
	<b>Time Management</b> <ul style="list-style-type: none"> <li>Ability to manage own time effectively.</li> <li>Ability to adapt quickly and effectively to changing circumstances/situations.</li> </ul>	√ √	
	<b>Creativity</b> <ul style="list-style-type: none"> <li>Demonstrate creativity and an ability to resolve problems independently.</li> </ul>	√	
<b>General</b>	<b>Equalities</b> <ul style="list-style-type: none"> <li>Awareness of and promotion of equality.</li> </ul>	√	
	<b>Health &amp; Safety</b> <ul style="list-style-type: none"> <li>Good understanding of Health &amp; Safety.</li> </ul>	√	
	<b>Child Protection</b> <ul style="list-style-type: none"> <li>Good understanding and effective implementation of child protection procedures.</li> </ul>	√	
	<b>Confidentiality/Data Protection</b> <ul style="list-style-type: none"> <li>Understand procedures and legislation relating to confidentiality and data protection.</li> </ul>	√	
	<b>CPD</b> <ul style="list-style-type: none"> <li>Demonstrate a clear commitment to develop and learn in the role.</li> <li>Ability to critically evaluate own performance.</li> </ul>	√ √	