

CHASE HIGH SCHOOL

JOB DESCRIPTION

ASSISTANT HEADTEACHER – CURRICULUM: ASPIRATIONS

Grade: L12 TO L16

Accountable to: Deputy Headteacher - Quality of Education

Main Purpose of Role:

1) *Whole School Responsibility:*

- Supporting the Headteacher and Governors to ensure a culture of high expectations is consistently applied across the school to secure outstanding outcomes for all at Chase High.
- To work with the Deputy Headteacher: Quality of Education to develop a broad, balanced and aspirational curriculum for all pupils.
- To lead the school in the analysis and use of data to set ambitious and challenging targets at individual (pupil and teacher), group, subject and whole school level.
- To lead intervention strategies, designed to support underachieving pupils and ensure all pupils make progress in line with the school's high expectations.
- Accountable for the school's internal and external examinations to include analysis of examination results.
- To ensure that parents/carers receive high quality feedback on their child's learning and progress through reports and the parental portal.
- Ensuring high quality assessment processes are established, leading to accurate and reliable assessment data.
- Establishing high quality processes for monitoring and tracking pupil progress over time.
- To line manage subject leader(s) and provide the challenge and support required to significantly raise standards of achievement

Accountabilities	Roles and responsibilities
General leadership	<ol style="list-style-type: none"> 1. To be fully committed to delivering the vision, values and priorities of Chase High in terms of supporting the development of a high performing, outstanding school. 2. To encourage a culture of high expectations and an ethos of challenge and support where all pupils can achieve success and become fully engaged in their learning. 3. To make a significant contribution to the school's strategic development in order to deliver our shared vision and ensure that we achieve ambitious outcomes for all pupils. 4. To liaise, collaborate and cooperate with the DET Trust Development Lead and ensure Trust strategies, policies and practices are consistently applied at Chase High. 5. To be prepared to work across the Trust and support other schools in DET.
High quality data analysis and target setting	<ol style="list-style-type: none"> 6. To ensure a culture of high expectations regarding pupil progress and attainment. 7. To provide the leadership on the school's assessment processes and policy and ensure that Chase High has robust and consistent systems in place for tracking and monitoring the progress of the whole school, subject, groups and individuals (teachers and pupils) 8. To lead the school's assessment and reporting process to include reports to parents/carers and online reporting. 9. To ensure that the school has very clear, rigorous and robust processes in place for monitoring and tracking the progress of every pupil to identify underachieving pupils and provide intervention where necessary. 10. Ensure that data is shared with pupils across all year groups, staff and parents/carers so that all are informed about progress.

	<ul style="list-style-type: none"> 11. To provide data analysis reports, as detailed in the assessment calendar, on the progress of cohorts, classes and teachers/pupils for each year group against targets. 12. To provide detailed high-quality analysis of the school's performance (including groups and by subject) in public examinations that identify our strengths and areas for improvement. 13. To use benchmark and other prior attainment data to set ambitious and challenging targets at individual (pupil and teacher), subject and whole school level. 14. To ensure that data analysis drives the school's strategic improvement planning. To monitor the impact of such improvement strategies over time. 15. To ensure that the school has robust processes for moderating and standardising assessment data, to ensure accurate and reliable data. 16. To lead the development of policies relating to assessment and exams. 17. To provide reports to governors and SLT showing the school's progress towards the agreed milestones and KPIs (whole school, subjects and groups) in the AIP.
Examinations	<ul style="list-style-type: none"> 18. Lead the framework required to ensure that public examination processes are in place and run smoothly throughout the school year ensuring Chase High is meeting the statutory requirements for public examinations. 19. To oversee the exam timetable and processes of school internal exams for each year group. 20. To ensure all exam board assessment criteria are rigorously adhered. 21. To line manage the school's examinations officer and ensure they receive the support necessary to fulfil their duties successfully.
Outstanding impact	<ul style="list-style-type: none"> 22. To fulfil the duties of the raising standards leader for Chase High. 23. To ensure a no-excuses culture is developed with the belief that all pupils can succeed at Chase High irrespective of their starting point or personal circumstances. 24. To ensure that subjects are using data analysis to inform their improvement strategies as shown in their SIP. 25. To ensure that high quality and accurate data is produced and discussed at line management meetings, to identify pupils who need support to achieve their target grades. 26. Responsible for developing a high-quality menu of intervention programmes and strategies that meet the needs of all pupils. 27. Accountable for monitoring the impact, quality and effectiveness of intervention programmes, with the aim of maximising impact over time. 28. Ensuring that the intervention programme is published and available to pupils and parents/carers alike. 29. Working with the Key Stage Directors, ensure that the right pupils are being targeted and the intervention programme is responsive to needs and fit for purpose.
Effective line management of Subject Leaders	<ul style="list-style-type: none"> 30. To hold Subject Leader(s) and other staff to account for the quality of education in their respective subject area(s) – intent, implementation and impact. 31. To provide rigorous performance management for identified Subject Leaders. 32. To provide challenge and support to Subject Leaders by setting high expectations and embedding ambition resulting in high quality of education. 33. To ensure that these subject(s) are rigorously tracking and monitoring pupil progress and intervention/action is taken where underachievement is identified. 34. Ensure that assessment and moderation processes are fully embedded in line with the school's assessment policy so that assessment data is accurate and reliable. 35. To regularly monitor and evaluate the quality of education (in liaison with the respective Subject Leader) to identify strengths and areas for improvement. Where weak teaching exists, support and other action is taken to rectify the situation. 36. To develop the leadership skills of Subject Leader(s) so that there is highly consistent and high quality leadership of learning across the whole school.

PERSON SPECIFICATION – ASSISTANT HEADTEACHER

Key Areas	Criteria
Job related education & qualifications	<ul style="list-style-type: none"> • Degree • Qualified teacher status • Evidence of CPD relevant to the post • Evidence of further CPD related to leadership would be an advantage
Experience	<ul style="list-style-type: none"> • Substantial evidence of working as either, an experienced middle leader or member of the SLT in a secondary school which has introduced significant improvements. • Proven experience of successfully leading strategic development and change management, leading to improved standards of achievement. • Can provide a track record as a successful classroom practitioner across the secondary school age and ability range consistently achieving good or better judgements for lesson observations. • Proven experience of successful line management and the ability to provide challenge and support resulting in improved outcomes for pupils. • Proven experience of detailed data analysis and the ability to present the analysis to a variety of audiences. • Proven experience of leading self-evaluation processes to identify strengths and weaknesses.
Leadership & management	<ul style="list-style-type: none"> • Is able to create and communicate a vision and implement rapid change. • Has high expectations, sets and delivers high standards and commands credibility through expertise. • Leads by example and is a role model for staff, pupils and the wider community. • Has successfully led and managed teams of people and achieved high quality outcomes by holding them to account for the quality of provision. • Is able to delegate effectively. • Is able to communicate effectively across a wide range of audiences.
Knowledge & understanding	<ul style="list-style-type: none"> • Knowledge of the key educational issues and initiatives facing the school over the next three years. • Knowledge of how to use, collect and analyse qualitative and quantitative data in order to identify strengths, areas for development. • Knowledge of how to monitor the performance of staff, hold them to account and deal with underperformance.
Skills & abilities	<ul style="list-style-type: none"> • Implementing change: Able to translate the school vision and aims into clear actions by establishing priorities, strategies and milestones in a logical way. • Creativity and innovation: To be able to find creative and innovative solutions to complex problems that ensure the school continues to improve and raise standards. • Monitoring and Evaluation: To be able to effectively monitor and evaluate provision and the impact of strategies and initiatives. • Leading people: Lead and motivate others to continually improve performance. To be approachable, supportive, and demonstrates integrity, fairness, and high personal and professional standards. Develop strong team commitment from others to achieve Chase High's vision and values.
Equalities & Safeguarding	<ul style="list-style-type: none"> • A genuine commitment to inclusion and equal opportunities and a vision that combines inclusion with whole Trust improvement. • Must have a passion for generating a school where every pupil achieves to the best of their ability and is resolute in challenging barriers to a pupil's success • Demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with pupils.