



Job Description

Job Title:	Assistant Headteacher
Location:	New Rickstones Academy
Hours of work:	Full time
Reports to:	Head of School

Purpose of the Role:

To provide professional vision and leadership for the academy which secures its success and improvement, ensuring high quality education for all students and improved standards of learning and achievement.

To be accountable for progress & standards for the academy.

Responsibilities:

General SLT Responsibilities

1. To provide vision and leadership for the academy
2. To be in charge of the Academy in the absence of the Head of School and Deputy Headteachers.
3. To undertake strategic planning, monitoring and evaluation functions for a key area within the school.
4. To respond to unplanned situations which arise in the daily running of the academy
5. To promote good student discipline and support staff, especially in dealing with emergencies.
6. To foster and support extra-curricular activities in the interest of the academy community e.g. academy productions, concerts, sports activities.
7. To line-manage a number of curriculum subjects and Middle Leaders
8. To undertake effective line management including recruitment; induction; training and development; link meetings, performance appraisals; absence management; capability and disciplinaries, following policies and procedures and seeking HR advice as necessary
9. To ensure a safe and healthy environment is maintained within the academy, referring any areas of concern to the Head of School and Facilities Team where required. To complete risk assessments and any other necessary health and safety documentation and ensure necessary information is communicated effectively within the team.
10. To attend Senior Leadership Team meetings and other academy management meetings including Governor meetings as required.

Progress & Standards

- a. To lead on:
 - improving student progress
 - raising standards
 - Curriculum design
- b. To work with Senior Leaders and Middle Leaders to develop and implement the Academy Improvement plans
- c. To contribute to academy policies and prepare/maintain development plans for Academy Improvement
- d. To monitor, evaluate and review the impact of strategies across the curriculum to ensure student achievement in all Key Stages

- e. To be responsible for evaluating student/department performance and to identify the priorities that will lead to continuous improvement and raising standards
- f. To manage intervention budgets
- g. To monitor the quality of the extra-curricular provision and ensure this supports the needs of the students
- h. To implement and sustain effective monitoring and observation systems
- i. To work with Senior Leaders and Middle Leaders to motivate, support, challenge and develop staff to ensure student outcomes improve
- j. To provide information, objective advice and support to the governors to enable it to meet its responsibilities.
- k. To present a coherent and accurate account of the academy's performance in forms appropriate to a range of audiences including governors, the LA, partner academies, parents/carers and Ofsted
- l. To create an ethos which secures sustained improvement beyond the classroom to prepare students for opportunities, responsibilities and experiences in adult life
- m. To develop effective strategies for transition from KS3 to KS4 and KS4 to KS5 to maximise student progress
- n. To coordinate and track student intervention and ensure that it effectively responds to data

SLT Framework

The following four areas are taken from the DfE National standards of excellence for headteachers: Departmental advice for headteachers, governing boards and aspiring headteachers. They will form the basis of your professional development.

Qualities & Knowledge

- I. To hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- II. To demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- III. To lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- IV. To sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- V. To work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- VI. To communicate compellingly the school's vision and drive the strategic leadership,empowering all pupils and staff to excel.

Students & Staff

- I. To demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- II. To secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- III. To establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- IV. To create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- V. To identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- VI. To hold all staff to account for their professional conduct and practice.

Systems and Process

- I. To ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- II. To provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

- III. To establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- IV. To welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
- V. To exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- VI. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The self-improving school system

- I. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- II. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- III. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self- improving schools.
- IV. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- V. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- VI. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Employee value proposition:

We passionately believe that every child can discover their own remarkable life. It's what motivates us around here. We know this vision requires something extra. Which is why at AET, you'll find more. More opportunities, so you can forge your own path. More care and support, so you can prioritise what matters most. More purpose, for you and for the children we're inspiring. Come inspire their remarkable with us.

Our values:

The post holder will be expected to operate in line with our values which are:

- Be unusually brave
- Discover what's possible
- Push the limits
- Be big hearted

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment/ Teachers' Pay and Conditions.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Head of School / Executive Principal
5. There may be occasions when it will be necessary to cover other Administrative roles within the academy or to work with the administrative team when there are peaks and pressing issues.

6. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
7. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Equality, Equity, Diversity and Inclusion

At AET, we want all of our employees to feel included bringing their passion, creativity and individuality to work. We value all cultures, backgrounds and experiences, and we truly believe that diversity drives innovation. Join our family and help us inspire every child to choose a remarkable life.

Person Specification: Assistant Headteacher

General heading	Detail	Essential requirement	Desirable requirements
Qualifications	Qualifications required for the role	<ul style="list-style-type: none"> • Degree in a relevant discipline • Teaching qualification recognised by DfE • Evidence of continuing and recent professional development relevant to senior leadership 	<ul style="list-style-type: none"> • Management / Leadership qualification
Knowledge /Experience	Specific knowledge/ experience required for the role	<ul style="list-style-type: none"> • Significant experience of working strategically and successfully at a middle leadership level. • Experience of improving school performance • Experience of working successfully with other education partners and providers. • Experience of effective strategies to improve student progress and standards • Knowledge of data & assessment, curriculum development, organisation and implementation • Knowledge of safeguarding and child protection • Knowledge of effective pastoral systems, behaviour strategies and attendance • Knowledge of pedagogy, effective teaching & learning and CPD and what constitutes excellent CPD 	<ul style="list-style-type: none"> • Experience of working at senior leadership level
Skills	Line management responsibilities (no.)	<ul style="list-style-type: none"> • Line management for area of responsibilities plus subjects/support staff functions 	
	Forward and strategic planning	<ul style="list-style-type: none"> • Strategic planning for areas of of responsibility • Joint planning for academy and SLT 	
	Budget (size & responsibilities)	<ul style="list-style-type: none"> • Budget for area of responsibilities 	
	Abilities	<ul style="list-style-type: none"> • Ability to embed successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales. • Ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals • Ability to prioritise, plan and organise self and others • Ability to think analytically and creatively and demonstrate initiative in solving problems 	
Personal Characteristics	Behaviours	<ul style="list-style-type: none"> • Resilience and optimism • Commitment to the Academy's aims, ethos and vision • Personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people • Personal & professional integrity, including modelling values and vision • Aware of own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others • Capacity for sustained hard work with energy and vigour 	
Special Requirements		<ul style="list-style-type: none"> • Successful candidate will be subject to an Enhanced Disclosure & Barring Service Check • Right to work in the UK • Evidence of a commitment to promoting the welfare and safeguarding of children and young people 	