

Assistant Headteacher (AH) Job Description

The Core purpose of this role:

- As a teacher: Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupilsⁱ.
- As a school leader: Assistant Headteachers are core members of the senior leadership team and as such set the standards for how the school is perceived and operates. They role model the professional expectations of middle leaders and all other staff across the institution in terms of their honesty, integrity, reliability and humility. They are committed to developing and coaching all staff they work with so they can get the best out of each other and all teamsⁱⁱ.
- Assistant Headteachers should carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document (STPCD) including the conditions of employment for assistant headteachers. Most notably, point 48.1. A person appointed as a deputy or assistant headteacher in a school, in addition to carrying out the professional duties of a teacher 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.

Grade of this Post:

- This is a standard AH job description covering the minimum expectations of all those in an AH post at L1 through to those in larger schools in which they may be as high as L17. Please refer to the 'SMART Pay Policy (Teachers) for more information regarding how such ranges are set.
- This role is distinctly at a higher level of competence than that of UPS and is of higher responsibility than any TLR range. As such an AH will be required to provide guidance and line management to staff who are significant post holders in school such as Heads of Department, Heads of Key Stage, SENDCOs, Subject co-ordinators and those on UPS. In terms of the SMART leadership ladder, therefore, the expectation for this role is best defined by level 6.
- Those in the range L9 to L17 may be asked to line manage those in the range L1 to L8. The term 'Senior AH' may be used for any Assistant Head who is asked to line manage an AH whose scale is below theirs.
- Specific responsibilities for each AH are set out in the final section of this Job description and the scale of duties set out in this section together with the size of school and leadership team will reflect the seniority of the post.

Relationships:

- As with all post holders you are responsible to the CEO
- You are responsible to the Headteacher in relation to your role within the school within which you are working. These responsibilities may be further delegated to one or more line managers in the school

- You will be asked to line manage posts up to and including one grade below your pay scale. In exceptional circumstances the STPCD allows for line management of those whose scale overlaps yours. This is likely to occur in a MAT containing schools of different size. A Head in a small school may be on a lower scale than an AH in a large school but in such cases seniority of role rather than pay scale takes precedence

General teaching role:

- A key role of an AH is expected to be your teaching
- For this aspect please see the SMART teachers job description and UPS guidance which apply in full to your role
- As a role model for learning, teaching is assumed to be never less than good for an AH post as is the case for UPS staff
- Take responsibility for correctly dealing with or passing on potential child protection issues as appropriate
- Take responsibility for promoting and safeguarding the welfare of children and young people across the MAT

Duties and responsibilities

Shaping the future

- Support the headteacher and governors in establishing an ambitious vision and ethos for the future of the school
- Play a major role in the school improvement and school self-evaluation planning process, through agreed priorities
- Contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate
- Lead by example to motivate and work with others as a champion of continuous improvement
- In partnership with the headteacher, lead by example when implementing and managing change initiatives
- Promote a culture of inclusion within the school community where all views are valued and taken into account

Leading teaching and learning

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- Work with the headteacher to raise standards through staff performance management
- Assist with the development and delivery of training and support for staff in the areas of teaching and learning
- Lead the development and delivery of training and support for staff
- Lead the development and review of agreed aspects of the curriculum including planning, recording, reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils
- Assist the senior leadership team in managing the school through strategic planning and the formulation of policy and delivery of the strategy, ensuring management decisions are implemented
- Support the senior leadership team with the processes involved in monitoring and evaluating the quality of teaching and learning taking place throughout the school, including lesson observations, to ensure a consistently high quality
- Ensure the systematic teaching of basic skills and the recording of impact, is consistently high across the school
- Ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards
- Ensure through leading by example the active involvement of pupils and staff in their own learning

Developing self and others

- Support the development of collaborative approaches to learning within the school and beyond
- Support the induction of staff new to the school and those being trained within the school as appropriate
- Support the induction of NQTs, support students on teaching practice and those undertaking work experience, as appropriate
- Participate in the selection and appointment of teaching and support staff as appropriate
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn
- Take responsibility and accountability for identified areas of leadership as set out in the 'specific responsibilities' section
- Work with the senior leadership team in ensuring an appropriate programme of professional development for staff, in line with the school development plan and performance management including coaching and mentoring as appropriate in order to get the best out of each other and each team
- Ensure the quality of the appraisal process for all identified support and teaching staff for whom you are the appraiser
- Ensure your own conduct and those you manage are in line with the Nolan Principles for public office and align to the vision and values of the MAT and your particular school within the MAT including
 - Expecting the best – insisting on high standards of behaviour, professionalism and consistency
 - Questioning deeply – understanding why and how every policy and practice operates
 - Understanding our goals – driving forward the improvement priorities, reflecting on impact
 - Inspire learning – encouraging and modelling professional learning and curiosity
 - Praise the positive – protecting the ethos and modelling how to establish and grow strong teams

Managing the organisation

- Recognise the MAT as the parent organisation and ensure the school works within this context
- Contribute to regular reviews of the school's systems to ensure statutory requirements are being met
- Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication and cross MAT communication
- As appropriate and under the leadership of the headteacher, undertake activities related to professional, personnel/HR issues
- Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school within the context of the wider MAT
- Be a proactive and effective member of the senior leadership team and the wider MAT senior teams
- Contribute to the day-to-day effective organisation and running of the school
- Ensure that there is visible and effective presence of the senior team in support of staff who are on duty in the supervision of children outside of lessons
- To undertake any professional duties delegated by the Headteacher with appropriate support

Securing accountability

- Support the staff, LGC and Trust Board in fulfilling their responsibilities with regard to the school's performance
- Contribute to the reporting of the school's performance to the school's community and partners
- Promote and protect the health and safety welfare of pupils and staff
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Strengthening community

- Assist the senior leadership team in developing the policies and practice, which promote inclusion, equality and the extended services that the school and MAT offers
- Develop and maintain contact with all specialist support services as appropriate
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Attend meetings with parents and carers as appropriate to ensure positive outcomes for all parties
- Strengthen partnership and community working
- Promote positive relationships and work with colleagues in other schools and external agencies
- Share with the rest of the leadership team, the attendance and presence at all key community and school events such that all are covered

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. If any changes are proposed, then you will be consulted and once these changes are agreed you will be asked to sign the new version.

This standardised form of job description is subject to annual review. The following sections relate to your specific AH role.

Specific Responsibilities and your area of specialism

In order to make the organisation more efficient and clarify the main point of contact by staff, each member of the senior team will be given particular responsibilities. These particular responsibilities can change at any time in order for the senior team to be agile in its response to changing priorities, staff absence and improved working practices. Such changes will always occur after negotiation with all members of the team. If you are asked to perform particular duties you are not familiar with then it would be usual for induction and/or training to be provided.

For the sake of clarity, each AH will be given a title that best summarises their key responsibilities. These specific responsibilities are summarised under the following headings

- a) Staff appraised by this post holder – All AH post holders engage in the appraisal process as appraisers
- b) Middle leaders line managed by this post holder – All line manage at least one middle leader
- c) Responsibility for whole school policies and processes – All are accountable for some whole school policies
- d) Specific expertise – All are expected to be professionally up to date and read around their specialist area.

Title of this specific AH role:	AH – Behaviour and Attitudes
School:	Saltash Community School
Postholder:	
From:	January 2021
Notes:	Line manager: Headteacher

Middle leaders line managed by you

- You will take responsibility for ensuring that line managers listed below are monitored, developed, coached and supported through fortnightly meetings focussed on actions which are completed in a timely manner.
- You will take responsibility for driving continuous improvement in the role of middle leaders particularly:
 - ML using coaching to get the best out of each of member of their team
 - ML correctly following standard agreed procedures that pertain to their roleⁱⁱⁱ
 - ML correctly implementing and monitoring school policies which impact on their role
 - ML ensuring compliance through regular and effective monitoring systems
- You ensure those you line manage are up to date with relevant changes in government policy and guidance that relate to their role, their team or department
- You understand the priorities of those you line manage and ensure that the top three priorities for development in the year are kept on track and developing correctly. Considering source evidence to triangulate and make your assessments rather than rely on the statements of the manager

1	Head of Year 7
2	Head of Year 8
3	Head of Year 9
4	Head of Year 10
5	Head of Year 11
6	Head of Sixth Form
(7)	Pastoral Support Assistants
(8)	

Areas of sole responsibility for compliance and policy development whole school.

- Ownership of the whole school policy relating to the specific areas listed below
- To conduct regular reviews and triangulate data to ensure that policies are being applied as described with consistency and attention to detail.
- Responsibility for ensuring standard operating procedures (StOPs) pertaining to your areas of responsibility are followed by monitoring and checking for compliance as and when required^{iv}
- Updating policies where they do not reflect practice and negotiating these changes with the senior team and governors
- Developing an action plan for implementation, monitoring and review of each new policy or significant update of policy in the area of your responsibility
- Responsibility for a specified area and specified outcomes in the annual school development plan or SDP

1	Relationships & Behaviour Policy
2	Anti- Bullying Policy
3	Attendance Strategy
4	

Area of specific professional expertise to be continuously reviewed and developed

- Provided trusted expertise and up to date information for the listed areas:
- Be responsible for a substantive development in the school development plan designed to improve provision in this area. To construct the action plan, garner support and ensure outcomes are impact assessed

1	Behaviour and attitudes
2	Relationships and expectations

Agreed by...

Line manager (please sign) _____ Date: _____

Postholder: _____ Date: _____

ⁱ National Teacher Standards - <https://www.gov.uk/government/publications/teachers-standards>

ⁱⁱ See SMART leadership ladders level 6.

ⁱⁱⁱ See Standard Operating Procedures for Middle Leaders StOPs.

^{iv} See Standard Operating Procedures relevant to each policy and process