

## ASSISTANT HEADTEACHER – Job Description

**Salary Scale:** L13 – L17 (outer London scale)

**Summary of role:** The duties and competencies outlined in this job description complement those covered by the latest School Teacher's Pay and Conditions Document. The precise activities may also develop and vary over time according to the changing needs and demands of leadership within the school, and other school-wide or Trust-wide demands.

**Responsible to:** The Headteacher

**Responsible for:** Ensuring high standards in all areas of school leadership with particular responsibility for Safeguarding and Behaviour / Attitudes.

### Specific responsibilities of the role – DSL, Behaviour and Attitudes:

#### **Culture**

Ensure a daily focus on 'presence and visibility' around school, incorporating Leadership Group tours and duties.

Lead on securing excellent attitudes to learning from all students in line with the school's Mission Statement and Core Values:

***Displaying and developing the human values of Teamwork, Respect, Enjoyment, Discipline and Sportsmanship in our daily lives as we journey together towards discovering and reaching our true personal bests.***

Lead on establishing and implementing a safe, calm and well-ordered environment for all students and staff, focused on safeguarding, child protection and the development of exemplary behaviours in CWS and in the wider society.

Create a culture of vigilance where students' welfare is actively promoted, students are listened to and feel safe.

#### **Policies, strategic procedures and accountability**

Develop whole school behaviour strategies, procedures (including staff handbook and student diary information) and all related policies as required, in light of changing contextual and national situations and statutory requirements. As Designated Safeguarding Lead, ensure that the safeguarding measures in place in school are in line with contemporary best practice.

Present all documentation to the (LGB) Local Governing Board for approval.

Ensure in addition that safeguarding at CWS is regularly audited and reviewed by the LGB (CWS safeguarding audit) and Croydon Local Authority (LA safeguarding survey.) Report regularly to the LGB providing information on safeguarding, behaviour / attitudes, quality assurance, innovation and strategic development planning.

LGB, staff, student and parent / carer views should be sought at regular intervals to inform on-going adaptations to procedures and policies.

**Training and development**

Ensure that safeguarding is a 'constant conversation' at CWS and that all staff receive relevant induction and on-going training and updates relating to safeguarding throughout the school year. Help to train staff to identify when a student may be at risk of neglect, abuse or exploitation and how they should report their concerns. Ensure high quality training develops staff's vigilance, confidence and competency to challenge students' views and encourage debate.

Ensure that your DSL training is always up to date as is that of your DDSL and other related pastoral staff.

Additionally, consider regularly the training and information sharing that is required with Folio Education Trust staff who are not CWS employees but who work within the CWS secure line and hence, as responsible adults, have an on-going responsibility for safeguarding within the school.

**Operational**

Act as a lead professional on all existing and emerging safeguarding concerns. Ensure that you are 'well read' on contemporary national safeguarding strategies via sources such as 'School Bus' and 'TES', (platforms that will be provided for you via Folio Education Trust.)

Lead on new and existing key safeguarding areas such as Prevent, FGM, sexual harassment, child sexual exploitation and internet / e-safety within the school.

Lead on securing excellent attendance and punctuality amongst all students. This incorporates managing the Education Welfare Officer provision in liaison with Trust Officials who oversee the delivery of a Trust wide EWO service to all Folio schools.

Ensure that Child Protection measures are carried out appropriately in line with national best practice expectations. Be competent in the effective use of CPOMS to enhance the school's Child Protection measures.

Analyse data relating to students' effort, conduct and organisation, and intervene or provide guidance where necessary to ensure excellent achievement for all students.

Lead the effective implementation of behavioural procedures across the school, supporting and guiding all staff, especially Heads of Year and Pastoral Support Officers.

Liaise effectively with external agencies to ensure the welfare of students and oversee the school's counselling service.

Represent CWS at relevant panels, working groups and meetings as required by the Headteacher. Work effectively with external partners to support students who are at risk or who are the subject of a multi-agency plan.

Support the Head of Year 7 with transition from primary schools and liaise with other leaders to ensure that this is smooth and impacts positively on the progress of students.

Build, develop and maintain effective relationships with parents and all members of CWS and the wider community to enhance the education of all students.

Line manage the appraisal process for Heads of Year (relating to their HOY responsibility) and Pastoral Support Officers / DDSLs.

Contribute towards designing and progressing all relevant areas of the School Development Plan and Self Evaluation Form.

Undertake other duties and responsibilities as are reasonably directed by the Headteacher.

### Wider responsibilities of the role:

Although the vast majority of this role's responsibilities are focused in the specific areas outlined above, all members of the CWS Leadership Group retain a wider responsibility to drive achievement in all areas of our thriving and growing school. Flexibility to input into all areas below as reasonably required and as directed by the Headteacher (who will directly line manage this role,) will be essential.

### Leadership and Management:

- Support the wider leadership group in creating a culture in the school that enables students and staff to excel. Commit unwaveringly to setting high expectations for the conduct of students and staff.
- Assist in developing exemplary relationships between staff and students.
- Focus on consistently improving outcomes for all students, but especially for disadvantaged students.
- Support Governors in systematically challenging you as a senior leader.
- Ensure the effective deployment of staff and resources, to secure excellent outcomes for students.
- Maintain a deep, accurate understanding of the school's effectiveness informed by the views of students, parents and staff. Use this to keep the school improving by focusing on the impact of your actions in key areas.
- Use high quality professional development to encourage, challenge and support teachers' improvement.
- Encourage staff to reflect on and debate the way they teach and ensure they feel deeply involved in their own professional development. Create a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their students.
- Assist in the development of a broad and balanced curriculum that inspires students to learn. Ensure the range of subjects and courses helps students acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Ensure that students' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Promote equality of opportunity and diversity, for students and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Take robust action against prejudiced behaviour.

### **Quality of Education:**

NOTE: Due to the reactive requirements of this leadership role, it is unlikely to carry a timetabled teaching load. However, all Leadership Group members act as a third port of call behind an allocated Cover Supervisor and a backup cover rota manned by teaching staff who are under timetable. It is expected that Leadership Group step up and take cover lessons in the unlikely event that a third line of lesson cover is required. Hence the elements below remain in the Job Description for times when they are required to be called upon:

Model the following criteria as well as developing them in all teaching staff:

- Identify students' common misconceptions and act to ensure they are corrected.
- Manage students' behaviour highly effectively with clear rules that are consistently enforced.
- Check students' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Provide students with incisive feedback, in line with the school's assessment policy, about what students can do to improve their knowledge, understanding and skills. The students use this feedback effectively.
- Embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all students with the necessary skills to make progress.
- Be determined that students achieve well. Encourage students to try hard, recognise their efforts and ensure that students take pride in all aspects of their work. Teachers have consistently high expectations of all students' attitudes to learning.
- Help students to love the challenge of learning and be resilient to failure. Nurture them to be curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. Help them to thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Ensure students are eager to know how to improve their learning and that they capitalise on opportunities to use feedback, written or oral, to improve.
- Ensure teaching enables students who fall behind to catch up swiftly and the most able to excel.
- Help students to be confident and conduct themselves well. Manage systems to ensure they are punctual and attendance rates are high.
- Ensure students are safe and feel safe. Help them to be thoughtful, caring and respectful citizens who take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain.
- Make use of annotated class seating plans to ensure that the progress of disadvantaged students and students who have special educational needs and/or disabilities, matches or is improving towards that of other students with the same starting points.

- Students are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Students are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all students, higher proportions of students and of disadvantaged students, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

**Personal Development:**

- Support students in being confident, self-assured learners ensuring that their excellent attitudes to learning have a strong, positive impact on their progress. Help students to be proud of their achievements and of their school.
- Help students discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- Ensure high quality, impartial careers guidance helps students to make informed choices about which courses suit their academic needs and aspirations. Ensure they are prepared for the next stage of their education, employment, self-employment or training.
- Ensure students understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Help students to value their education and rarely miss a day at school. Ensure no groups of students are disadvantaged by low attendance.
- Ensure students' impeccable conduct reflects the school's strategies to promote high standards of behaviour. Ensure students are self-disciplined and that incidences of low-level disruption in class are extremely rare.
- Ensure students work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Ensure staff and students deal effectively with any instances of bullying behaviour and/or use of derogatory or aggressive language.
- Ensure the school's open culture actively promotes all aspects of students' welfare and that students are safe and feel safe at all times. Ensure they understand how to keep themselves and others safe in different situations and settings and that they trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Help students to explain accurately and confidently how to keep themselves healthy. Help them make informed choices about healthy eating, fitness and their emotional and mental well-being. Help them have an age-appropriate understanding of healthy relationships and to be confident in staying safe from abuse and exploitation.
- Ensure students have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Ensure students' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

## Assistant Headteacher - Person Specification

Area	Essential	Preferred
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good Honours Degree.</li> <li>• PGCE, QTS.</li> </ul>	<ul style="list-style-type: none"> <li>• Higher degree or evidence of further study.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of relevant Continuing Professional Development (CPD) at Leadership Level.</li> <li>• Evidence of delivering training as part of a school's internal CPD Programme.</li> <li>• Experience of developing colleagues to raise standards within a school as part of the School Development Plan (SDP)</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with other institutions to raise standards and share outstanding practice.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Significant experience of leading pastoral work within a school.</li> <li>• Previous DSL responsibility or experience of dealing with safeguarding / child protection matters over a significant period of time.</li> <li>• Responsibilities as part of the school Leadership Group or alternative management post within a secondary school setting.</li> <li>• Responsibility for planning and leading change within an aspect of school life.</li> <li>• Effective monitoring and evaluation of performance within an aspect of school life.</li> <li>• Experience in raising student attainment in an aspect of school life.</li> <li>• Experience of staff management.</li> <li>• Experience of developing behaviour &amp; safety through the line management of pastoral areas.</li> <li>• Advanced ICT skills and an imagination about the future impact of ICT on learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching across key stages 3-5.</li> <li>• Analysis and use of whole school data systems that raise standards.</li> <li>• Experience of using CPOMS.</li> <li>• Experience of engaging with parents to solve and support pastoral issues.</li> </ul>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• High expectations of staff and students.</li> <li>• The ability to teach outstanding lessons.</li> <li>• Thorough knowledge of safeguarding and child protection procedures and promotion of student welfare.</li> <li>• The ability to coach colleagues to improve standards of pastoral care.</li> <li>• The ability to coach colleagues to improve their understanding of pastoral tracking and targeted intervention.</li> <li>• The ability to develop and articulate a clear vision and to motivate both learners and colleagues.</li> </ul>	<p>Evidence of conducting extended research to inform:</p> <ul style="list-style-type: none"> <li>• Behaviour and attitudes.</li> <li>• Safeguarding and child protection.</li> </ul> <p>Recent experience of the Ofsted inspection process.</p>

	<ul style="list-style-type: none"> <li>• Ability to generate, organise and analyse data for specific purposes.</li> <li>• Up to date knowledge of the new Ofsted Inspection Framework relating to the specific areas of responsibility within this role.</li> <li>• Up-to-date knowledge of the best pedagogic practice and an understanding of strategies to improve Pastoral Care.</li> <li>• Contribution to and understanding of whole school self-evaluation processes (SEF).</li> <li>• Contribution to and understanding of whole school development planning (SDP).</li> <li>• Evidence of creating policy through consultation and review.</li> <li>• A proven record of distributing tasks and responsibilities where accountability is clearly defined, understood and agreed.</li> <li>• Exceptionally strong interpersonal &amp; communication skills.</li> <li>• Effective time management, organisational and administrative skills.</li> <li>• The ability to lead and manage a very high performing team.</li> </ul>	<p>Recent experience of building upon and enhancing existing policy and procedure within a growing school or department area.</p>
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• The ability to lead and earn respect from staff and students.</li> <li>• A drive for continuous improvement.</li> <li>• High standards embracing presence, honesty, integrity, loyalty and trustworthiness.</li> <li>• Strong intellect, energy and a positive approach to opportunities and challenges.</li> <li>• Capacity to think incisively and strategically.</li> <li>• The capacity to inspire confidence in stakeholders and work collaboratively.</li> <li>• Ability to be flexible and to manage change.</li> <li>• Ability to show good judgement under pressure.</li> <li>• Good team player with a sense of humour.</li> <li>• Willing to contribute to the wider life of the school through co-curricular activities.</li> </ul>	