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| **Role** | **Grade** | **Reports to** |
| Assistant Headteacher | Leadership | Headteacher  Deputy Headteacher |

**Main purpose of the job:**

In addition to those professional responsibilities which are common to all classroom teachers in the school, the post holder’s key responsibilities will be:

• To be a proactive member of the Senior Leadership Team and support the Headteacher to secure the best educational provision and the highest possible outcomes for pupils.

• To support the Headteacher in all aspects of school improvement, playing a strategic role in raising the standards of teaching, learning and student achievement together with the standards of attendance, behaviour and appearance of all pupils.

• To take full responsibility for leading and managing significant aspects of the school under the overall direction of the Headteacher.

**Key relationships:**

The Assistant Headteacher will work with the Senior Leadership Team (SLT), the Local Governing Body, the Staff, and wider stakeholders to support the development and implementation of the direction and strategy for the School.

**Please note that whilst this job description gives an indication of the key responsibilities, it is not intended to provide an exhaustive list.**

**Main accountabilities:**

**Establishing the Culture and Ethos of the school:**

• To work with the Headteacher, governors, School Leaders and the wider school community to effectively establish, develop and sustain the school’s ethos and strategic direction

• To uphold ambitious educational standards for all pupils, so that they are well prepared for their next phase of education and life

• To support a shared collective vision across the school enthusing, inspiring and motivating the whole school community so that all pupils experience a positive and enriching school life

• To develop positive and respectful relationships across the school modelled through high standards of principled professional conduct, personal behaviour and attitudes

• To ensure that the school is a safe, orderly and inclusive environment that engages pupils

effectively and supports their learning

* To ensure positive engagement and behaviour for learning from all pupils in line with the school’s behaviour management policy

• To ensure that fair and respectful approaches to managing behaviour are implemented consistently across the school and that all staff teach and model positive behaviours to all pupils

• To be professionally accountable for the work of identified individuals and teams including

recruitment, induction, probation, performance management and absence management

• To identify professional development needs for identified individuals and teams, and to support,

coordinate and lead the provision of high-quality coaching, mentoring and professional development

* To help develop a highly positive, professional culture which enables staff to evaluate and reflect on their learning, challenge and support each other, resulting in positive professional growth

• To collaborate with colleagues to deliver a high-quality programme of professional development for all staff, which is carefully aligned to whole school priorities, team development and individual need

**Curriculum Delivery and High-Quality Teaching:**

• To support the development of high quality expert teaching across all subject areas, drawing on

national research and evidence informed understanding of effective teaching and how pupils learn.

• To be an effective role model in terms of own classroom practice, maintaining high levels of subject expertise and keeping abreast of current evidence informed teaching and learning development

• To support the development of a broad, structured and coherent educational programme which

clearly establishes the knowledge, skills and values that pupils will be taught

• To promote the development of enrichment activities and extra-curricular activities across the school

• To work with subject / middle leaders to ensure they develop high levels of relevant expertise and engage effectively with professional networks and learning communities

• To promote the importance of reading across the school, supporting the school’s literacy strategy and developing appropriate interventions and initiatives to improve pupils’ reading ability

• To support the development of a reliable, proportionate and robust assessment system across the school so that pupils’ knowledge and understanding of the curriculum can be accurately assessed

• To support teachers to make effective use of the wide range of assessment data so that curriculum content and ‘next steps’ can be personalised to a student’s individual needs

• To monitor and evaluate data effectively to identify trends in or undertake comparative evaluation of student performance, and to identify follow up action or further development

• To work collaboratively with parents, carers and external professionals to carefully support the

additional needs of SEND pupils so that they can access the curriculum and learn effectively

• To ensure that all staff cater effectively for the inclusion of all pupils and ensure that they make effective provision for this, through support and adaptation, within their teaching

• To lead strategic work on interventions and specific curriculum initiatives to raise student

achievement and attainment across the school

**Delivering Organisational Effectiveness:**

* To be responsible and accountable for management and organisation decisions as delegated by the

Headteacher and to effectively evaluate their impact

* To ensure effective management and deployment of staff to maximise student achievement and

attainment paying due attention to appropriate workload and work life balance

• To be responsible for the effective allocation of financial resources, ensuring efficiency, effectiveness and probity in the use of public funds

• To establish, implement and review systems, processes and policies that enable the school to operate effectively and efficiently

• To proactively support the school’s approach to the identification, management and mitigation of risk

• To effectively analyse and interpret relevant national, local and school data as well as research and inspection evidence to inform development and improvement planning

• To make a substantial contribution to school improvement, successfully communicating and carefully implementing a range of improvement strategies which deliver sustained improvement over time

* To lead, hold accountable, develop, support, and review an individual or team to ensure that they make a measurable contribution to relevant school improvement priorities

• To ensure that appropriate targets exist in specific areas of responsibility and that appropriate

evidence is collected and evaluated to measure progress towards these targets

• To develop constructive relationships beyond the school, working effectively in partnership with

parents, carers and the local community

• To communicate effectively and with professional integrity within and beyond the school community to improve educational outcomes for all pupils

• To ensure effective liaison and collaboration with peers in other schools and organisations to share, disseminate and develop good practice in a climate of mutual challenge and support

• To celebrate and share school successes effectively with staff, pupils, parents and the wider

community both locally and nationally

**Specific responsibilities:**

* Individual responsibilities and line management structures will be defined by the Headteacher and will be subject to regular review

• This job description will be supported by a work plan which will list the key tasks, responsibilities and outcomes sought from the post holder in the school year. These will be derived from the School Improvement Plan and other school priorities

**All employees in the School are expected to:**

• Support the vision, values and objectives of the School and demonstrate a collaborative, team working approach to school and School improvement

• Take appropriate responsibility and action for safeguarding, be aware of confidential issues and

maintain as appropriate

• Be aware of and comply with policies and procedures relating to child protection reporting all

concerns to an appropriate person

• Promote and act in accordance with the Code of Conduct and all school / School policies including the Health and Safety Policy, Equality Policy and Data Protection Policy

• Effectively represent the School when liaising with contractors and outside agencies/organisations

• Demonstrate tact and diplomacy in all interpersonal relationships with the public, pupils, parents and colleagues

• Take responsibility for personal professional growth and development, keeping up-to-date with

national research, engaging proactively with nationally recognised career frameworks and

professional organisations

• Attend School and school events as required and make a positive contribution during such events

• Attend regular meetings before and after School hours, including morning briefings

• Carry out duties other than those listed in the job description under the direction of the headteacher where the post holder has appropriate qualifications and has received appropriate training

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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| **Person Specification** | Essential/ Desirable | Assessment Stage |
| **Qualifications** | | |
| Qualified Teacher Status (QTS) | Essential | Application |
| A degree or equivalent qualification | Essential | Application |
| **Knowledge and Experience** | | |
| Can articulate a clear vision for high quality education | Essential | Application, Interview |
| Is an excellent classroom practitioner with evidence of exemplary student outcomes | Essential | Application,  Interview |
| Has proven middle leadership and management experience | Essential | Application,  Interview |
| Has a strong understanding of strategies to effectively deliver the school curriculum and develop effective Teaching, Learning and Assessment practice within a school | Desirable | Application,  Interview |
| Has a strong understanding of effective behaviour management and student engagement strategies | Desirable | Application,  Interview |
| Has a good understanding of current, relevant (educational) issues & developments and evidenced informed improvement strategies |  |  |
| Has successful experience of improving the outcomes of all pupils particularly disadvantaged / vulnerable pupils or pupils with SEND | Desirable | Application,  Interview |
| Has the ability to monitor, evaluate and challenge using a range of evidence with strong analytical and problem-solving skills | Desirable | Application,  Interview |
| Can plan, prioritise, and implement organisational strategies, making best use of resources | Desirable | Application,  Interview |
| Can evidence highly effective working with and developing links with stakeholders | Desirable | Application,  Interview |
| Behaviours and Values | | |
| Is a caring, committed professional who has the highest expectations of all pupils | Essential | Application,  Interview |
| Can demonstrate a collaborative, team working approach focused on improvement and  supporting the vision, values, and objectives of the organisation | Essential | Interview |
| Can demonstrate a commitment to professional standards, including core policies relating to health and safety, equality, diversity, safeguarding and child protection | Essential | Interview |
| Can demonstrate a commitment to maintaining and developing professional knowledge and skills with recent participation in relevant CPD | Essential | Application,  Interview |
| Has well-developed leadership skills and the ability to enthuse, inspire and motivate others, leading by example, with strong moral purpose | Essential | Application,  Interview |
| Is flexible and able to adapt and prioritise appropriately | Essential | Application,  Interview |
| Has energy, tenacity, and the ability to work under pressure and resilience | Essential | Application, Interview |
| Can communicate effectively, orally and in writing, to a range of audiences | Essential | Application, Interview |
| Can effectively engage parents/carers and encourage them to take an active part in the life of the school | Essential | Application, Interview |