JOB DESCRIPTION

Job Description: Assistant Headteacher **Reporting To:** Executive Headteacher/Head of School

Job Purpose

To actively support our core purpose, remembering that "We are here to make great schools and happier, stronger communities so that people have better lives."

To raise standards, both academic and pastoral, to ensure the school builds a reputation for excellence. Inspiring and influencing others, the post holder will believe in the fundamental importance of education in young people's lives, actively promoting the value of education within and beyond the school.

Supporting the day-to-day management of all aspects of provision at the school to ensure a high-quality education and learning experience for pupils in line with the values and aims of the organisation. Providing strategic direction and operational decision-making, the post holder will work with staff, pupils and the wider community to remove barriers and ensure safe and effective working environments.

With a passion for improving the life chances of young people, the post holder will engage with pupils, staff, parents and carers, and the wider community, in an insightful, professional, skilful way, developing positive relationships, and reflecting all aspects of our ethical leadership competencies in everything they do.

The specific portfolio of duties of the Assistant Headteacher will be agreed upon appointment and will be reviewed on a regular basis and may change as the aims and objectives of the School change or as and when the Headteacher deems it appropriate.

Key Responsibilities: Specific

- Contribute to the formulation, delivery, monitoring and evaluation of the school's development plan;
- Demonstrate a deep professional commitment to CPD, ensuring knowledge is maintained to enable the postholder to perform the role of lead professional for their portfolio of responsibilities.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence and continual improvement is possible.
- Establish policies which support the strategic direction of the school and achievement of its aims and objectives.
- 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.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Effectively lead and manage staff across the school towards achievement of its aims and objectives including delivery of School Development Plan strategies and initiatives.
- Attend Senior Leadership Team, Local Governing Body and other meetings commensurate with the role.
- Take part in whole school duties such as those at lunch, break, start and finish times.
- Provide support and challenge to ensure the raising of standards of teaching and learning across the school through leading by example, mentoring, training and the coaching of colleagues where appropriate.
- Demonstrate an appropriate level of understanding and skill to utilise the strategies and expectations exemplified in TEAL's Teaching Charter, and to maintain the relevant Teachers' Standards at an appropriate career stage.
- Adapt teaching to respond to the needs of all pupils, demonstrating an awareness of the physical, social and intellectual development of pupils and using effective teaching strategies that respond to individual needs.

- Support a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and actively contributing to their personal development.
- Hold and articulate clear values and moral purpose, focused on providing ambitious and inclusive education for all the pupils we serve.
- Make accurate and productive use of assessment and providing pupils with meaningful feedback in line with the relevant feedback framework.
- Actively support the implementation of the School Improvement Plan (and other relevant development priorities).
- Ensure the implementation of all TEAL and school policies.
- Engage effectively with parents, carers and members of the community to resolve complaints and develop constructive relationships that support the school in realising its aims and objectives.
- Demonstrate the key values and behaviours commensurate with this post that are identified overleaf.

Key Responsibilities: General

- *The responsibilities outlined are a broad indication of the main duties and responsibilities of the post and employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.*
- *TEAL is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.*
- *TEAL/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.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *The postholder must work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018 and to ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records)*

Ethical Leadership Qualities - Values and Behaviours Framework

Values	Behaviours
Trust	• Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others
Wisdom	• Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	• Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	• Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	• Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors
Courage	• Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	• Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	• Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects.