

## ***Rodney House School***

### **Job Description**

Post: Assistant Headteacher  
Individual School Range: L5 – L9  
Reporting to: Headteacher

### **Main Purpose of the role:**

This is a management post with substantial and strategic responsibilities.

The Assistant Head Teacher will be a member of the school's Senior Leadership Team (SLT). SLT members under the overall direction of the Head will play a major role in:

- Formulating developing and evaluating the aims and objectives of the school and service
- Raising standards of teaching and learning
- Establishing policies through which this will be achieved
- Leading whole school developments linked to the School Improvement Plan
- Leading specific key areas of the schools function

Assistant Head Teachers will be expected to support National, City Council and School priorities and carry out the full range of professional duties appropriate to the role of Assistant Head Teachers in accordance with the leadership scale in the School Teachers' Pay and Conditions Act.

### **Main Tasks for the current Assistant Head teacher Post**

- To act as a Designated Safeguarding Lead within school
- To lead and manage development of the curriculum
- To be responsible for the development and quality of teaching and learning - lead on Data & Assessment
- To work with SLT on all aspects of staff development
- To share classroom practise and management both inside and outside school
- To line manage a group of staff
- Effectively input into a range of operational functions across school

**A candidate with suitable experience may continue with these same roles above or a successful candidate with less leadership experience may necessitate some re-allocation of roles across members of SLT.**

**To support the Headteacher and Governors in the following 4 domains to:**

#### **1. Qualities and knowledge required**

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.

## **2. Pupils and staff**

1. 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.
2. 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.
3. 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.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

## **3. Systems and process**

1. 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.
2. 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.
3. 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.
4. 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.

## **4. The self-improving school system**

1. Create outward-facing schools which work with other schools and organisations through the outreach role - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.

### **SPECIAL CONDITIONS OF SERVICE**

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions.

Because this post allows substantial access to children, candidates are required to comply with department procedures in relation to Disclosure and Barring Service checks.