




**National Teaching School**  
designated by  
  
**National College for  
Teaching & Leadership**



# GREAT SANKEY HIGH SCHOOL

ASSISTANT HEADTEACHER

## JOB DESCRIPTION & PERSON SPECIFICATION





## **GREAT SANKEY HIGH SCHOOL JOB DESCRIPTION**

### **ASSISTANT HEADTEACHER**

**Responsible to:**           **Headteacher**

**Core Purpose and Strategic Direction:**

- ✓ To support the aims of the school and its ethos, actively promoting our ten core values both within the school community and externally in the wider community.
- ✓ To be an active member of the Senior Leadership Team.
- ✓ To play a major role under the overall direction of the Headteacher in formulating and reviewing the School Improvement Plan, aims and objectives of the school by: establishing the policies through which they shall be achieved; managing staff and resources to that end; and monitoring progress towards their achievement.
- ✓ To raise standards of attainment and maximise student achievement through rigorous monitoring and intervention to support student progress.
- ✓ To Implement the Multi-Academy Trust's and the Governing Body's policies on equal opportunity issues for all staff and students in relation to sex, gender, race, disability and special educational needs and disabilities.
- ✓ To undertake such duties as are delegated by the Headteacher.

**Accountabilities**

- ✓ To be accountable for leading, managing and developing designated areas of responsibility within the School Improvement Plan, including those areas line-managed and those of wider, collective responsibility, by undertaking regular planning, monitoring and evaluation with colleagues informing effective review.
- ✓ To be accountable for the standards achieved by students across the school and in particular in line-managed areas of the curriculum and / or pastoral areas, setting and striving to attain and exceed statutory, whole-school targets in conjunction with the SLT and Governing Body.
- ✓ To undertake regular evaluations of practice, including value for money audits of budget cost centres for which there is direct responsibility and the writing of reports for SLT and the Governing Body as requested.

**Teaching and Learning:**

- ✓ To promote high standards of Teaching and Learning, establishing common standards of practice, leading by example.
- ✓ To monitor actively and respond to curriculum development and initiatives related to teaching practice and methodology at national, regional and local levels.
- ✓ To ensure that the teaching and learning provided by different departments and teaching teams form a co-ordinated, coherent curriculum entitlement for individuals.
- ✓ To ensure that information on student progress is used to improve teaching and learning to inform and motivate students, to inform parents, to provide necessary references for other educational institutions and employers, and to aid governors in their future management of the school.
- ✓ To promote an attractive environment, which stimulates learning and enhances the appearance of the school.

- ✓ To promote extra-curricular activities in accordance with our school ethos and ten core values.
- ✓ To be responsible for leading, managing and developing initiatives to promote effective standards in the classroom.
- ✓ To undertake the normal responsibilities of the class teacher as set out in the current School Teachers' Pay and Conditions Document and in the school's class teacher job description, including the provision of cover for absent teachers.
- ✓ To be responsible for specific teaching class/es and/or year groups, as designated by the timetable each year.
- ✓ To contribute to safeguarding, student welfare and whole-school discipline policies.

#### **Leading and Managing Staff:**

- ✓ To participate in the selection and deployment of teaching and non-teaching staff of the school, actively involved in the appointment process for new staff, following safer recruitment training.
- ✓ To line manage certain subject/pastoral areas through their Curriculum Leaders/Heads of House.
- ✓ To participate in Appraisal arrangements made in accordance with the regulations and school policy for the performance of teachers in school, acting as an Appraiser to ensure an effective process from self-evaluation to school improvement through agreed individual Appraisal objectives.
- ✓ To contribute to school self-evaluation, including regular lesson observations and addressing relevant training needs as appropriate for colleagues.
- ✓ To promote teamwork and motivate staff to ensure effective working relations.
- ✓ To take a lead in disseminating core, national initiatives and development, which may have a whole-school impact, to all teaching staff as appropriate.
- ✓ To contribute to staff development policies in relation to: the induction of new, newly qualified teachers, ITT trainees and other staff; the provision of professional advice and support and the identification of training needs; students under training/work experience.
- ✓ To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies.
- ✓ To maintain positive working relationships with individuals, groups, parents and other stakeholders within the school community.
- ✓ To help maintain and developing effective communications and links with parents and to provide positive responses to concerns and problems regarding their children's education.

The responsibilities above are subject to the general duties and responsibilities contained in the current statement of Teachers' Conditions and Employment.

This job description takes into account the recommendations of the roles and responsibilities as outlined in the TTA National Standards as well as the broad guidelines for Subject Leaders.

This job description is not necessarily a comprehensive definition of the post and will be subject to modification or amendment at any time after consultation with the post holder.

## **Person Specification / Selection Criteria for Assistant Headteacher**

**Note:** The Applicant will be required to safeguard and promote the welfare of children and young people. Candidates failing to meet any of the essential criteria will automatically be excluded.

### **[A] Qualifications**

Qualification requirements	Essential	Desirable	Source
Qualified teacher status	E		A
Recognised degree or equivalent.	E		A
Further professional development: post-entry qualification		D	A

### **[B] Experience**

	Essential	Desirable	Source
At least four years' teaching experience	E		A/I/R
Teaching experience in more than one secondary school		D	A/I
Middle Leader Responsibility	E		A/I/R
Whole-school development responsibility		D	A/I/R
Evidence of impact and a proven track record of raising standards and using data effectively	E		A/I/R

### **[C] Knowledge/Understanding**

	Essential	Desirable	Source
Recent professional development/INSET	E		A/I
Leadership and Management training		D	A/I
Understanding of current educational initiatives and priorities	E		A/I
Understanding of whole-school leadership	E		A/I
Knowledge of Attainment & progress data to support outcomes	E		A/I

### **[D] Personal Qualities and Skills**

	Essential	Desirable	Source
Strong interpersonal and communication skills	E		A/I
Highly professional approach, demonstrating emotional intelligence and integrity at all times	E		A/I
Ability to relate well to students and build positive working relationships	E		A/I

High levels of commitment with a can do team player attitude	E		A/I
Ability to motivate, inspire and lead	E		A/I
Use initiative to overcome problems with a solution focused approach	E		A/I
Resilient, tenacious and ability to work under pressure	E		A/I
ICT literate	E		A/I
Commitment to the school ethos and values	E		A/I

**[E] Pre-Employment Checks**

	Essential	Desirable	Source
Positive recommendation from all referees, including current employer	E		R
DBS Clearance post appointment	E		N/A

**[F] Application Form and Supporting Statement**

The form must be fully completed and legible.

The supporting statement should be clear, concise and related to the specific post.

There should be no unexplained gaps in career history.

*(Source: AF=Application (form + letter); I=Interview; R=Reference)*